DOCUMENT RESUME

ED 213 914 CE 031 624

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TITLE A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program. Administrators/Instructors Manual.
INSTITUTION Guadalupe Educational Programs, Inc., Salt Lake City, UT.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.; Utah State Board of Education, Salt Lake City.
PUB DATE Nov 81
NOTE 173p.; For a related document see CE 031 625.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Educational Assessment; *English (Second Language); Functional Literacy; Immigrants; *Language Experience Approach; *Literacy Education; Minority Groups; Models; Program Development; Program Implementation; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Writing Instruction

ABSTRACT

The LEX [language experience] Process for English Reading Instruction, a pilot project of the Guadalupe Educational Programs, Inc., Salt Lake City, Utah, during 1980-81, is presented in this 300-page manual that describes how the LEX Process model may be replicated by educational agencies seeking to provide survival and functional English as a second language (ESL) to immigrant and minority people. The Process employs the methods of "language experience" in response to the widely varied language abilities of the students. Those students who are literate and who have gained survival-level communication skills, available in another component of the program, are the target students of the model. The model offers administrators of ESL programs an effective structure in which a professional ESL staff provides for training and supervision of community volunteers. Instruction is individualized in a one-to-one tutor-student relationship. The developers of the model state that it can be operated at less cost per student than the traditional classroom model if a sufficiently large space is available for effective interaction between staff and tutors. The manual is arranged in separate sections for administrators, staff, and tutors. Necessary forms, test materials, directions, and suggested activities are provided. Sections or pages may be removed and duplicated separately. (Author/KC)

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ED213914

A READING AND WRITING PROGRAM USING LANGUAGE-EXPERIENCE METHODOLOGY AMONG ADULT ESL STUDENTS IN A BASIC EDUCATION PROGRAM

ADMINISTRATORS/INSTRUCTORS MANUAL

developed by

GUADALUPE EDUCATIONAL PROGRAMS, INC.

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(listed in alphabetical order)

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CE 031 624

U.S. DEPARTMENT OF EDUCATION
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November 1981

FUNDING INFORMATION

Project Title:	A Reading and Writing Program Using Language-Experience Methodology Among Adult ESL Students in a Basic Education Program
Educational Act under which the funds were administered:	Funded under the Adult Education Act, Public Law 91 - 230, as amended
Source of Contract:	Utah State Office of Education Salt Lake City, Utah
Project Officer:	Suzanne Weiss
Contractor:	Guadalupe Educational Programs, Inc. Salt Lake City, Utah
Project Director:	Judy Cohen
Disclaimer:	"The activity which is the subject of this report was supported in part by the United States Department of Education and the Utah State Office of Education. However, the opinions expressed herein do not necessarily reflect a position or policy of the United States Office of Education or the Utah State Office of Education, and no official endorsement by these offices should be inferred." General Education Provisions Act, November 6, 1973, page 30687, Section 100B - 218.
Discrimination Prohibited:	The Adult Education Utah Program Plan for FY 1980 - 82, numbers 5, 24, and 25 require assurances that "No person in the United States shall on the grounds of race, color, sex, handicap, age, or national origin be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This project complies with this requirement.
Funding Level:	$31,350.00

GUADALUPE EDUCATIONAL PROGRAMS, INC.

Guadalupe Educational Programs, Inc. (GEP), is a Utah nonprofit corporation, tax-exempt under Section 501(c)(3) of the Internal Revenue Code. The corporation is committed to "the goal of providing effective alternatives in education for the poor." Its Board of Trustees as of this date, November 30, 1981, are as follows:

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The Board of Trustees authorized the development of this project in May 1980, under the leadership of:

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Nancy Livingston, Ed.D.	Reading Specialist, Utah State Board of Education
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Suzanne Weiss	Director, Guadalupe Educational Programs, Inc.

The Staff:

Judy Cohen, M.S.	Project Director
Woodrow Trathen	ESL Specialist

ABSTRACT

The LEX Process for English Reading Instruction, a pilot project of the Guadalupe Educational Programs, Inc., Salt Lake City, Utah, during 1980-81, is presented in a 300-page manual that describes how the LEX Process model may be replicated by educational agencies seeking to provide survival and functional ESL to immigrant and minority people. The Process employs the methods of "language experience," (whence the acronym, LEX) in response to the widely varied language abilities of the students. Those students who are literate and who have gained survival-level communication skills, available in another component of the program, are the target students of the model.

The model offers administrators of ESL programs an effective structure in which a professional ESL staff provides for training and supervision of community volunteers. Instruction is individualized in a 1:1 tutor-student relationship. The developers of the model state that it can be operated at less cost per student than the traditional classroom model if a sufficently large space is available for effective interaction between staff and tutors. The manual is arranged in separate sections for administrators, staff, and tutors. Sections or pages may be removed and duplicated separately.

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INTRODUCTION

The LEX Process for English Reading Instruction, a reading program using Language EXperience methodology, responds to a critical question in adult education: How can adult educational agencies effectively teach survival and functional English skills to immigrant and minority people? The adult students are well motivated to increase their limited knowledge of English; they differ widely in ability, educational background, and skills in their first language. Thus the LEX Process also becomes a response to a second question: How can adults with widely differing backgrounds be effectively taught English as a Second Language?

The grantee's own program experience prior to the LEX Process provided partial answers to both questions. The Voluntary Improvement Program ("VIP"), operated by the Guadalupe Center Educational Programs, Inc., has attempted since 1966 to teach the most basic survival language skills, those of **speaking and understanding English**, to adult students. From this program perspective, the following rationale for teaching in this specialized area was projected: Instruction could be given in **reading and writing English**, over and above the VIP method, which would increase language acquisition, particularly for those who are literate in their own language. Essential to this instructional concept was a method that was relevant to the individual student's own competency level. The methodology known as "language experience," used in early childhood education, seemed to be a realistic approach.

The outcome of this project became, then, (1) the pilot development of the LEX Process and (2) the production of this manual describing how to replicate the operating program model. The audience to whom the manual is directed is the public and private educational agency who must provide programs in English as a Second Language to our immigrant and minority people. The time-frame contracted for the development of the program was September 30, 1980, to September 30, 1981.

x

The contracted objectives of the project are the following:

1. Develop and implement a model to teach basic and functional speaking, listening, and understanding skills to non-English speaking adults by adding reading and writing instruction using "language experience" methods by:

   a. Identifying basic and functional English language needs and skills;
   b. Developing instructional materials, techniques, and methods; and
   c. Implementing the identified curriculum with 30 adults.

2. Develop and implement an evaluation support system which will:

   a. Provide programming instruments to facilitate and improve the operation of the model;
   b. Provide processes and instruments to measure and evaluate impact on student learning; and
   c. Assess the processes and outcomes of the model described in Objective 1.

3. Develop a training manual for replication and dissemination.

To accomplish these difficult objectives, two key strategies were planned and implemented:

1. An Instructional Design Team (IDT) was built from among imaginative reading and program design specialists. IDT participants were:

   Gabriel Della-Piana, Ph.D., Chairperson
   Robert Archuleta, M.S.
   Nancy Coldeway, Ph.D.
   Nancy Livingston, Ed.D.
   Bonnie Morgan, M.S.
   Suzanne Weiss

   Their role was to interact and to guide program development by input and feedback to staff:

   Judy Cohen, M.S., Project Director
   Woodrow Trathen, ESL Specialist

2. The VIP students and tutors provided an initial pool from which those with the competency and skills needed for the LEX Project could be invited. Later in the project year tutors were recruited directly into the LEX experiment.

The specific activities implemented in order to accomplish the above objectives are listed in Appendix A.

Pertinent data compiled during project development is found in Appendix A.

Sid Colten, a volunteer tutor and a commercial artist, donated the art work in the Testing section of the manual.

How to Use The Manual

This manual is purposely designed for practical use by programs selecting the LEX Process model. These several features will be helpful to staff, volunteer tutors, and administrators, as follows:

1. The section called "Volunteer Tutor Manual"--with page numbers "M"--is a complete unit and may be removed for duplication for tutor use.

2. The section called "Testing"--with page numbers "T"--is a complete testing manual by itself and may be removed as needed for duplication.

3. The "Instructional Resource" section--with page numbers "R"--may be removed for duplication as needed.

4. The other sections, "Rationale," and "Program Operation," are background and reference information for adminstrators and staff. Evaluation forms and checklists may be removed for duplication.

Copies of this manual may be obtained from the

Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111

RATIONALE

THE LEX PROCESS FOR ENGLISH READING INSTRUCTION: ITS THEORY AND ITS METHOD.

The rationale for the LEX Process is based, as a model, on English as a Second Language (ESL) theory and reading theory. It is based, as a method, on responding on an individual basis to student functional reading and language needs.

THE APPROACH

"LEX" is a two-phase reading process utilizing "Language Experience" methodology: Phase I, Reading One's Own Language, and Phase II, Reading the Language of Others. The approach used is called LEX (for Language EXperience) because it is through language experience or reading one's own language (Phase I) that ESL students get the best start in reading and the best transition to reading the language of others (Phase II). The theoretical basis for this model is found in two sources:

1. ESL theory proposed by Stephen Krashen.
2. Reading theory presented by P. David Pearson and Dale Johnson.

The LEX Process can be used with beginning level ESL students who:

1. Are literate in their native language and, therefore, understand the reading process.
2. Can speak English in a manner that a native speaker would understand the general meaning of what is being said.

The instructional approach taken is not dependent on specific materials and can therefore be adapted to a multilevel, multicultural classroom. The LEX model aims to provide individualized teaching and learning through a 1:1 tutor-student interaction.

THE ESL THEORY OF KRASHEN

In the field of ESL, there has been much research to determine how people attain a second language and, from this, to find the best method for teaching. Dr. Stephen Krashen of the University of Southern California, a pioneer in this area, proposes (1981) that adult second language learners concurrently develop two independent systems when learning a language.

The first system is developed in ways similar to first language acquisition in children; he calls this "acquired." In this system linguistic abilities are internalized naturally, that is without consciously focusing on linguistic forms. The second system is developed consciously and most often in structured learning situations; he terms this "learned." "Learned" language is developed by the conscious response to rules and is a result of formal instruction. The differences in the two processes are outlined, as follows:

Acquired	Learned
1. Acquisition involves the subconscious mind.	1. Learning takes place in the conscious mind.
a. The process takes place through natural exposure to the language.	a. The process is the result of either a formal language learning situation or a self-study program.
b. The focus is on comprehension and meaning.	b. The focus is on the control, explanation and practice of grammatical rules.
c. The product is fluency.	c. The product is knowing about language.
2. Correcting errors does not seem to help acquisition.	2. Correcting errors may help the learning system.

The acquisition process governs fluency, which is defined as how well a person communicates in a normal language situation such as conversation. During the learning process an editing or self-correcting function develops which Krashen calls the "monitor." According to Krashen's theory, the "monitor" becomes functional under the following three conditions:

1. Time: The learner must have enough time to focus on learning, such as the rules of grammar. In a normal conversation the learner will not have time to use his "monitor".

2. Focus on Form: To use the monitor, the learner must focus on form rather than content or message. The learner must attend to the grammar rather than

the message. As soon as the attention of the learner shifts from form to meaning, the process shifts from learning (monitor) to acquisition (fluency).

3. Know the Rule: The learner must know the formal rule in order to self-correct. That means that the appropriate rule for a given situation must have been studied before the student can apply that rule to monitor speech or writing.

All three of these conditions must be met in order for the learner to be able to edit or "monitor" while learning. Monitoring will occur only in an unusual situation. An example is a grammar test in which the student has plenty of time, he is focused on form, and if he knows the rule he can apply it. Real conversation, however, does not satisfy these conditions; the monitor is not useful in this ordinary and alive process. Therefore, Krashen's theory suggests that "acquired" language plays a far greater role in the language of real life than does "learned" language.

Consonant with this theory, Krashen (1977) stresses the use of instructional activities which develop acquisition. He says that acquisition takes place when the student understands input containing "i + 1" content. In this formula "i" represents the student's competency level and "1" (one) is a degree above "i." For instance, in a structured conversation class a student may understand much of the meaning of what is said ("i"), but he does not comprehend fully what is said because of a lack of vocabulary or grammar (i.e., the "+ 1" content).

Krashen believes that teachers should use content of which the student has some understanding; he calls this "comprehensible input." If the student understands the meaning of a reading, then the content is at "i + 1" level and acquisition of unfamiliar vocabulary and grammar is more likely.

For precisely this reason the language experience approach is an excellent introductory method for second language learning. It begins with the student's experience (i) and puts this into the written form which the tutor edits for grammar and vocabulary (1) and thus provides a natural "i + 1" methodology. Although the language experience approach for ESL students is useful primarily for second language learning (oral), it provides the beginnings of reading construction and an excellent transition to more direct instruction in reading comprehension.

THE READING THEORY OF PEARSON AND JOHNSON

Instruction in reading comprehension, used in the LEX Process, is based on the theory of Pearson and Johnson. They state (1978) that "we can model comprehension processes for students, provide cues. . .guide discussions. . .ask pointed, penetrating, or directional questions, offer feedback. . .generate useful independent practice." This theory is appropriate for ESL students who are literate in their own language. They bring many reading skills from their own language which are directly transferable to reading English. To make the transition from reading one's own language to reading the language of others, the Pearson and Johnson approach provides the cues of direct instruction plus the reliance on a text with as much familiar content and vocabulary as possible.

METHODOLOGY

PHASE I: READING ONE'S OWN LANGUAGE

"The language experience approach develops from the theory that reading and comprehending written language is an extension of listening to and understanding spoken language." Research Within Reach, National Institute of Education, (1978). M. and R. McCracken (1979) point up the fundamental relationships that exist within the human experience of language, as follows: "Experiences provoke thoughts; thoughts provoke a need to communicate; communication requires language. Communication is a giving and a getting of ideas. We give ideas primarily through talking and writing. . . We get ideas through our senses, primarily by hearing or looking, by listening and reading."

These fundamental relationships of language are all present in language experience methodology, as represented in the diagram below:

	ORAL	WRITTEN	
	Speak	Write	SENDING
	Listen	Read	RECEIVING

Gudschinsky (1972) takes a position that is strongly supportive of the LEX approach: "To learn what reading is and how to do it, the pupil must begin by equating the written language with his own speech. The instructional materials, therefore, must be designed to match his linguistic competence and knowledge."

Therefore, language experience as a method against this background of theory, begins with the student's talking in English about an experience while the instructor writes down what is said. The student's story about a past event or description of something provides self-created material for a reading experience. At this point the student has already experienced communicating a prior event as a speaker; when subsequently he reads his own words, he experiences language as a reader.

Basically, in this methodology, the student

1. Generates language orally, which is then transcribed.
2. Reads her/his own language.

Since the student generates the material, s/he also controls:

1. Comprehension
2. Sentence Structure
3. Vocabulary

Because the student can attend fully to self-generated material, her/his experience in reading will be consistently successful. With success, anxiety is reduced and, as Krashen notes (1981), when anxiety is decreased, the possibility of acquisition taking place is increased.

In addition to the effect this method has in reinforcing the relationships between speaking and reading, writing and listening, as the student's acquires language, this approach provides an excellent vehicle for teaching grammatical rules and reading skills, such as:

READING SKILLS	GRAMMAR RULES
1. Phonics	1. Subject-verb agreement
2. Structural analysis	2. Irregular verbs
3. Use of context clues	3. Verb tenses
4. Sight words	4. Word order

PHASE II: READING THE LANGUAGE OF OTHERS

Krashen (1981) stresses that the key to teaching language must involve what is essential to ordinary communication: the expression of meaning in order to be understood. He postulates that reading will aid the acquisition process when it resembles such communication. Pearson and Johnson (1978) advocate the teaching of reading for comprehension. From this theoretical base a transition from the language experience method was developed, which is called, "reading the language of others."

To extend this "meaning-centered" approach beyond reading one's own language is to respond to the student's own life goals. Reading is a resource that opens many options of independence and self-actualization. Clearly, the language experience phase has served its function when the ESL student has transferred to English the skills from the first language. The written language of others then becomes material for further growth in the reading process.

The transition into this new phase is shown in the chart that follows:

PHASE I ONE'S OWN LANGUAGE	PHASE II LANGUAGE OF OTHERS
1. Language <u>generated</u> by the student to be transcribed for use as reading material.	1. Language generated by others is <u>interpreted</u> when read by the student.
2. Language <u>decoded</u> by the student is the student's own speech transformed into written form.	2. Language written by others is used as a take off for student <u>generated</u> language and action related to that material.

In Phase II of the LEX model three different reading contexts have been developed in order to expand the student's reading and language experience in English. Each requires a different kind of student response to elicit comprehension. Each activity provides its own check on achieving comprehension, as indicated in the following chart:

Type of Activity	Performance Objective	Rationale
Read and Perform a Task	Given a set of instructions or directions written in English, the student demonstrates comprehension by performing the prescribed task.	To prepare student to read and follow directions.
Read and Answer Comprehension Questions	Given a text written in English, the student demonstrates comprehension by correctly answering 75% of the questions or completing a Cloze test.	To prepare student to read and comprehend the ideas and information contained in the reading.

Read and Paraphrase	Given a narrative to read in English, the student demonstrates comprehension by paraphrasing the passage (retelling the main ideas).	To prepare student to comprehend, internalize and reproduce the main idea of a narrative.

Each of the three teaching strategies move the student beyond the primary Language Experience. Reading, writing, listening, and speaking all interact and reinforce the acquisition of English. The student is asked not only to hear and see in order to assist comprehension, but also to "produce" English; active learning is stressed.

PROGRAM OPERATION

PROGRAM OPERATION

Program Operation intends to give the Administrator and the staff a handbook to the LEX Process for English Reading Instruction. The first purpose of this section is to assist in the initial decision of whether or not to implement this program.

TO THE ADMINISTRATOR

This process for teaching ESL is presented to the Administrator not as the solution to be applied to every ESL need, but as an alternative among other ways of teaching, including the familiar classroom method. What is true for every educational approach is true here--it is the insight and enthusiasm of the Administrator that will provide education that works. The program experience presented here offers to the Administrator ideas considered essential and suggestions that might be helpful to the operation of a new program.

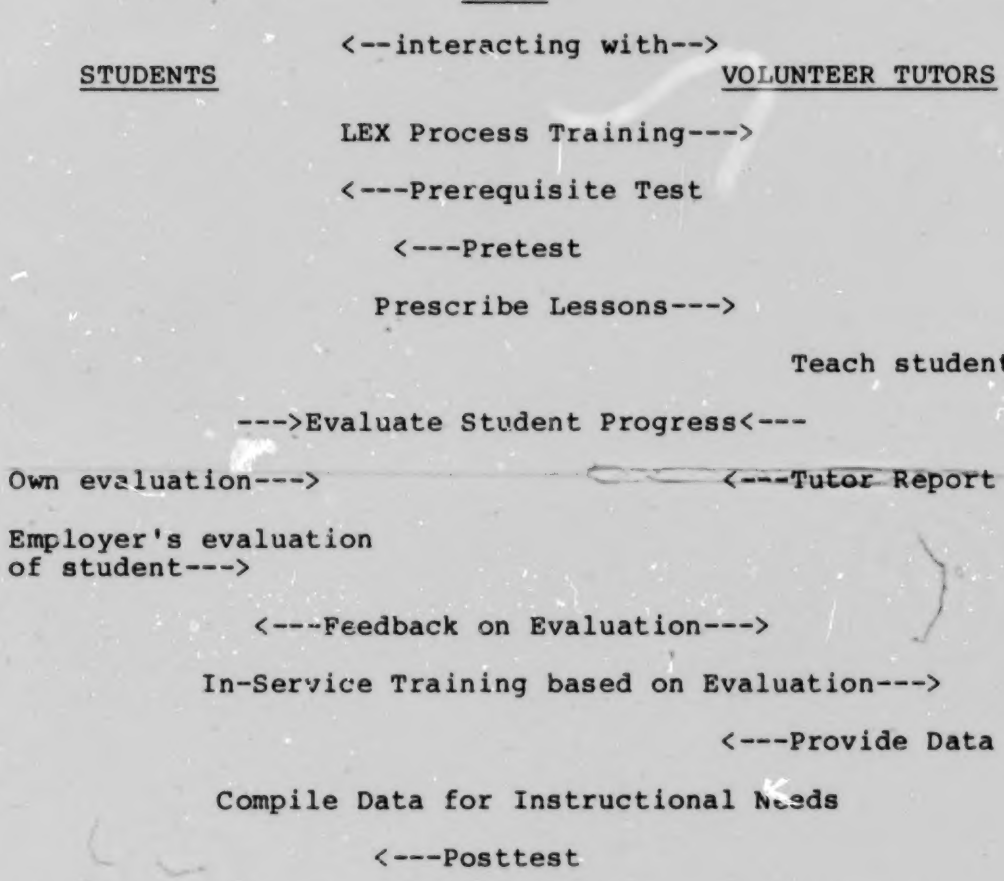
To meet the varied needs of ESL students, the LEX Process as an alternative method of individualized instruction involves two critical operational approaches: (1) Training and utilizing community volunteers as instructional tutors. (2) Shifting the role of educational staff to use their professional skills in areas of diagnosis, prescription, and supervision of instruction.

These two approaches may be illustrated as interactive steps between staff, tutors, and students, as shown in the chart on the following page. The chart indicates the operational order of the LEX Process in which some steps are repeated many times according to individualized instructional needs.

Points of administrative operation that are specific to the LEX Process begin with (1) the allocation of space that is as near to the ideal as is available--a very large room or an open classroom, which allows optimum interaction between staff and volunteers is considered ideal; (2) the Administrator's critical insight in selecting professional staff with skills specific to this program, of which the ability to supervise others and the willingness to learn and to try new approaches is essential.

Staff roles shown on the operational chart below give first importance to those involving the supervision of tutors, leading the tutor and frequently working with tutor and student in the instructional process. The further roles of training the tutors and monitoring instruction to see that individual

program prescriptions and procedures are followed, collection of data, evaluating student progress in terms of data, and providing feedback for instruction, will require and attract a staff with special capabilities. The Administrator may find helpful the checklist for staff selection presented at end of this subsection.



THE UNIQUE ROLE OF VOLUNTEERS

With wise exploration and development, the rich resource of capable volunteerism can function effectively in the instructional role of the LEX Process. The recruiting, training, and realistic expectations of volunteers and the recognition of their efforts by staff are all needed to support the work of the volunteers.

A volunteer is a teacher in the fullest sense, even though on a one-to-one basis. He or she becomes to the student a friend,

an advisor, one who affirms the student's worth. The effective volunteer will work within the LEX Process but with a sensitive creativity that will reach the learning need at a given moment of instruction.

The quality of volunteers is primarily dependent upon the resourcefulness of the Volunteer Recruiter. A detailed description of recruitment of volunteers is found at the end of this subsection of the manual.

A NOTE ABOUT COST SAVINGS

The LEX Process can become a way for the Administrator to meet ESL needs in face of reduced educational funding. An important factor in the cost picture is to provide sufficiently large space to allow the professional staff to effectively supervise a large number of students.

CHECKLISTS

Much of the detail of program operation is compressed into the three checklists that follow. These offer the practical resources to the Administrator for initial implementation.

IMPLEMENTING THE LEX PROCESS

ADMINISTRATOR'S CHECKLIST

TASK	DATE TO ACCOMPLISH
1. Select teaching staff	_____
2. Select Volunteer Recruiter	_____
3. Identify start date	_____
4. Designate appropriate space	_____
5. Schedule class in terms of volunteer availability	_____
6. Communicate program plans to non LEX staff	_____
7. Consider support services such as: baby sitting, bussing	_____

IMPLEMENTING THE LEX PROCESS

TEACHING STAFF SELECTION CHECK LIST

Applicant _____ Date _____

	Yes	No	Maybe
PERSONAL QUALITIES:			
1. Has interest and enthusiasm for subject and students.	___	___	___
2. Tolerant, warm, sensitive	___	___	___
3. Can direct others	___	___	___
PROFESSIONAL SKILLS:			
1. Has experience directing others	___	___	___
2. Proficient in spoken/written English	___	___	___
3. Can explain English to students	___	___	___
4. Perceives other cultures	___	___	___
5. Understands ESL and language aquisition and how method refect theory.	___	___	___
6. Understands reading and learning theory and how methods are based in theory.	___	___	___
DESIRABLE SKILLS:			
1. Understands language and how English differs from other languages	___	___	___
2. Has learned another language	___	___	___
3. Has taught ESL to multi-level, multi-cultural adult class.	___	___	___
4. Has taught reading	___	___	___
5. Can design curriculum	___	___	___
6. Has worked with volunteers	___	___	___

The skills listed above are adapted from Robbinnett (1977) and the TESOL organization (1975). For further information see ESL Curriculum and Inservice Training, Salt Lake School District (1981).

IMPLEMENTING THE LEX PROCESS

STAFF SELECTION CHECKLIST: VOLUNTEER RECRUITER

The recruiter can be specifically hired as a LEX staff member or s/he can be an existing employee. What ever the case, the following qualifications should be taken into considertion.

Applicant _____ Date _____

	Yes	No	Maybe
PERSONAL QUALITIES:			
1. Is outgoing	___	___	___
2. Self-confident	___	___	___
3. Enthusiastic about the program	___	___	___
4. Is resourceful	___	___	___
PROFESSIONAL SKILLS:			
1. Has command or English speaking and writing skills.	___	___	___
2. Can use local mass media	___	___	___
3. Can motivate other people.	___	___	___
4. Can speak before groups.	___	___	___
5. Can understand concept of LEX Process and present it to others.	___	___	___

TO THE INSTRUCTOR(S)

In the LEX Process, the instructor becomes an educational specialist in adult ESL English reading rather than a traditional classroom teacher. Her/his role is one of diagnosis and prescription, instructional leadership and direction, a model for instruction and an evaluator.

As instructors of the LEX Process, it is essential that staff members carefully and thoroughly study each section in this manual including the theory on which the LEX Process is based and the methods it incorporates. Time should be spent studying in depth some of the references found in the Bibliography.

Instructors are encouraged to duplicate the forms included in this subsection which were designed specifically for the accountability of the LEX Process.

The major responsibilities of a LEX instructor are the training of volunteer tutors, testing of students, monitoring of instruction through observation and tutor feedback as provided by the Tutor Report Form, monitoring of student progress and overall program impact and identification and preparation of materials.

TUTOR TRAINING

All tutors coming into the program need specific training in the LEX Process including its target population, the teaching procedures in the two Phases, and using the Tutor Report Form.

All training should include:

1. A demonstration (modeling) of the procedures.
2. A try-out by the volunteers working in pairs.
3. Filling out the Tutor Report Form.

Training sessions should move from one step to another at a good pace with discussion being left to the end. It is important to get the volunteers involved in <u>doing</u> the technique--not talking about it.

Training Procedures: Session #1: Phase I: Reading One's Own Language

Time: 2 hours

Materials

Tutor Manuals (one for each volunteer)
Paper and pencils
Flash Cards
Tape Recorders
Blank Tapes
Extra Tutor Report Forms

Procedures

Step 1: Define "language experience." (See Rationale, page M23.)

Step 2: Have volunteers read the "Overview of the Teaching Strategy," pages M24 and M25.

Step 3: Refer volunteers to the Tutor Report Form, pages M39 and M41.

As you go through the training session, fill in the Tutor Report Form for each step of the session.

Step 4: Pick a volunteer to be your "student." You may wish to use a different volunteer for each demonstration.

Step 5: Demonstrate Step Two: Orienting to the Task.

Step 6: Eliciting a language experience. Ask the "student" to tell you about her/his last Christmas or her/his last vacation.

Step 7: Using a black board so that all the participants can see, write exactly what the "student" says.

Step 8: After Step 7, demonstrate how the tutor is to sit: next to rather than across from the student so that s/he can see what the tutor is writing.

Step 9: Using the Sample Language Experience Lesson in the manual, page M39, demonstrate correcting the student's narrative (Step Five) using the first two or three sentences.

Step 10: Using Corrected Language Experience Lesson, demonstrate reading the language experience following the procedures in Step Six, page M31.

Step 11: Have the volunteers work in pairs, one being the student and one being the tutor, and go through Steps Two through Six.

Walk around the room, observing each of the pairs of volunteers.

Note any errors! This is very important because you must correct any mistakes quickly.

If someone is having difficulty, stop and demonstrate.

Step 12: Pull the group back together. Repeat any steps where you noted difficulty or misunderstanding.

B R E A K

Step 13: Demonstrate all 4 steps in teaching sight words (Step Seven, pages M32 and M33):

a. Make cards
b. Teach words
c. Reinforce words
d. Read and write words

Take words from the Sample Lesson for examples.

Step 14: Break into pairs and have the volunteers take turns going through the 4 steps.

Observe each of the tutors as they practice, making sure that the procedures are followed as outlined.

Step 15: Bring the group back together and review the steps again.

These procedures are repeated in each of the four strategies. It is important that their correct use be positively reinforced.

Step 16: Demonstrate Step Eight:

a. You read--"Student" reads.
b. Improving fluency (1) using slashes; (2) backward build up.

Step 17: Have volunteers work in pairs taking turns being the "student" and tutor.

Observe, correcting when necessary by demonstrating; give positive reinforcement for correct use of techniques.

Step 18: Demonstrate tape recording the language experiece by recording part of the Sample Lesson. Have a volunteer tape record the same part.

Step 19: Demonstrate transcribing from the tape following the procedures in Step Ten, page M37.

Step 20: Have volunteers work in pairs taking turns being "student" and tutor. They should explain using the tape recorder; they should tape a few sentences; then follow the procedures for transcribing.

Step 21: Tell the volunteers to practice at home going over each step with a friend, a spouse or a child.

Give them an extra Tutor Report Form to use while practicing.

Training Procedures: Session #2: Techniques in Phase II: Reading the Language of Others

Before starting the session, ask if there are any questions about the techniques learned in the last session.

In the first half of this session, you will be teaching the volunteers techniques to help the student identify unknown words, teach meanings of those words using a bilingual dictionary, an English dictionary, context clues and structural analysis and the pronunciation of difficult words.

In the second half, you will work on answering comprehension questions or completing a Cloze Test, and filling out the Tutor Report Form following the directions for prompts (see page M18).

At the end of the session, you will review the "Overviews" of Read and Perform a Task and Read and Answer Comprehension Questions.

Time: 2 hours

Materials

Bilingual Dictionaries
English Dictionaries
Tutor Manuals
Extra Tutor Report Forms.

Procedures

You should break down the steps exactly as in Session #1:

1. Refer the volunteers to the steps in the Manual.
2. Demonstrate the technique using a volunteer as the "student."
3. Have the volunteers work in pairs while you observe.
4. Have the volunteers use the Tutor Report Form while practicing a procedure.
5. Correct errors immediately and give positive reinforcement for correcly following the procedure.
6. Review the steps
7. Ask the volunteers to practice the techniques at home with a friend, spouse or child.

EVALUATION, MONITORING AND RECORD KEEPING

When its value is appreciated by staff, accountability is a means to an effective educational program. Too often, however, evaluation and monitoring procedures seem to have no visible impact on the program and to require considerable effort.

In adult education, evaluation is difficult since there are no standardized tests that are applicable to its population. This increases the need for monitoring, evaluation and record keeping.

Four reasons that point up the major importance of data collection and evaluation in adult education projects that seek to serve the variety of adult needs in our communities are, as follows:

1. Competition for educational funding gives preference to programs based on good data and evaluation efforts.

2. Monitoring allows feedback into instructional procedures to improve efficiency in teaching, for example, (a) by cutting learning time (b) by reducing steps required, (c) by adjusting methods.

3. Monitoring of data demonstrates whether a prescribed program is followed and whether it does in fact accomplish what it proposes to do.

4. Most importantly, the data from monitoring student progress provides objectivity to the instructor--beyond one's own subjective analysis--to assess ongoing student needs and to respond to them by making program adjustments.

Definitions of terms involving data and use of data in the LEX Process:

"Evaluation" as a measure of program impact answers the question, "How many students attained the objectives of the program and to what degree?" The difference in the scores of the Pretest and the Posttest of all of the students in the program for a given period of time provides this measure.

Indicators of program impact in the LEX Process are the Employer Evaluation and the Student Self-assessment. Information obtained from participants and outside observers (in this case, supervisors) gives the staff a measure of how well the program is perceived by others as doing what it proposes to do. It is subjective, but a high percent of negative responses would be a good indication that basic changes are needed. On the other hand, a high percent of positive responses may only indicate that the responders are answering the way they think you expect.

"Monitoring" is data collected on individual student learning experiences. This type of monitoring is often referred to as "tracking." Compiled together, these data provide program monitoring. Decisions regarding instruction and/or program adjustments, either for an individual or the total program, are made on the basis of these data.

The data collected through the monitoring process can, over time, become a measure of program impact. When sufficient data have been collected to enable staff to accurately predict the degree of student attainment of the program objectives, it will be a valid measure of impact.

"Record Keeping" is a management tool to assist staff in classroom organization. The data from these records may or may not affect program decisions. Attendance will need to be taken into consideration when placing a student with a tutor or assessing a student's achievement or lack of it. However, it would have little bearing on total program adjustments.

Testing

The instructional staff is responsible for administering all tests. It is possible that, with training, a volunteer can give the tests; but it is essential that the instructional staff have a great deal of experience giving, scoring and interpreting the results of the data.

1. Predicting Program Success: The Prerequisite Skills Test and the Pretest.

   All applicants to the program need to be given the Prerequisite Skills Test to determine if s/he has literacy skills in her/his native language. This test is administered individually and takes approximately 30 minutes to complete.

   If an applicant scores below the Criterion Score on the Prerequisite Skills Test, s/he cannot be admitted into the program.

   A passing score on the test indicates the Pretest needs to be given. This test can be administered either in a group or individually. It takes from 45 minutes to 2 hours to complete, depending on the size of the group.

2. Measuring Program Impact: The Posttest

   The difference between the Pretest score and the Posttest score provides empirical data that the program does what it proposes to do. Comparison of the scores is the evaluation of the total program, and therefore is a critical step in program operation.

   If a student is leaving the program before completion, s/he should be given the Posttest at that time to determine the difference in the two measures.

Specific directions for the administering of the tests are included in detail in the Testing Section of this manual. A "Testing Schedule" form is at the end of this subsection.

Student Monitoring and Record Keeping

Each student should have a file folder which is kept in a place accessible to the tutors. The Student Record Form, Tutor Report Forms and lessons should all be kept in the student's file, as well as the lesson prescribed for the present tutoring session.

1. The Student Record Form:

   This form (page 35) is to record the student's test scores, the lessons s/he has had in each of the four strategies and the language skills lessons.

2. Tutor Report Form:

   This form provides the core data for student and program monitoring. There should be a Tutor Report Form for every lesson for each student. This form provides the internal monitoring of the program to determine:

   - how time is spent during tutoring sessions.
   - the number of words students do not know on each lesson
   - length of time or number of sessions required to complete a lesson.
   - whether each step of the process was completed.

   From this feedback, staff can judge the difficulty of lessons, the in-service training needs of the tutors, and the progress of students over time.

   Tutor Report Forms for the four strategies are found on pages 43-55 for duplication.

3. Employer Evaluation:

   This assessment provides an outside opinion of a student's improvement in English skills by her/his supervisor. Its use is optional but if an adequate sample is taken, it provides a useful measure of program success.

4. Student's Self-evaluation:

   This measure provides staff direct feedback from the program participants themselves. It serves as an indicator of whether an individual student perceives that her/his needs are being met and how the students as a group feel about the program.

5. Attendance:

A dated "sign-in" attendance record sheet for both students and tutors saves teaching time and provides a permanent record of number of hours of instruction provided a student and the number of volunteer hours provided from the community. These are important data to program funding sources.

Program Monitoring

1. Monitoring the Lessons:

For Phase I: Reading One's Own Language, a "tracking" sheet is provided to record the outcomes as reported on the Tutor Report Form of each language experience a student has. This provides a graphic picture of a student's readiness to move on to Phase II.

For each of the three strategies in Phase II: Reading the Language of Others, there is a tracking sheet to record information from all of the students' Tutor Report Forms. One tracking sheet should be maintained for each lesson in a strategy.

From this information, the instructor can determine:

- how much average time is spent in a particular activity.
- if a student is having more difficulty than other students.
- if a lesson is too difficult for the group of students or for a particular student.

Additionally, this monitoring over time provides a tool enabling the instructor to predict the time requirement for a student to complete the LEX Process.

2. Monitoring the Teaching Strategies:

A Summary of Chart for the four strategies allows the instructor to compare one lesson against another to determine:

- if they are sequenced correctly.
- if the strategy is being successfully accomplished.
- if procedures need to be adjusted in a strategy.

The summary gives a graphic picture of all of the lessons to aid the staff in identifying gaps in a strategy where easier or more difficult need to be

included. As new lessons are tried, the summary provides a means to measure their effectiveness as compared to other lessons and to determine their logical sequence within the total strategy.

Over time, the instructor can determine the most efficent steps and the most effective lessons for students to be able to master each of the strategies.

The cumulative collection of data of individual students and the strategies increases the meaning of the measurement of program impact and will provide valid program evaluation.

USING THE DATA

Modifying Instruction

Compiling the data at least monthly gives the staff the opportunity to give objective feedback to the volunteers about how the program is progressing and where the staff sees problems. It is important to reinforce those tutors who are following the prescribed procedures and reporting good data. In these meetings, the tutors have a chance to interact with each other about their successes, their frustrations, point out things that have worked well, and ask for clarification of instructional procedures. Being prepared with objective data keeps such meetings focused on meeting educational needs of the students.

Modifying the Program

After meeting with the tutors, professional staff involved in the program need to analyze the data and the feedback from the tutors in terms of training needs of the tutors, the tutor-student matches and gaps in the strategies and the necessary steps to fill them. Program changes should be formalized at these meetings with the rationale for the decidsions being backed up with program data.

During this monthly staff review of the program, students who are doing well should be identified and a target date set for the Posttest.

PREPARATION OF MATERIALS

It is the responsibility of the instuctor(s) to identify and duplicate instructional materials for the tutors for the lesson prescribed for each student.

In Phase I: Reading One's Own Language, the student produces the materials and then proceeds through the steps in order. In Phase II: Reading the Language of Others, any materials suitable for a particular student may be used. If a workbook is being used and contains material with directions, information and narratives, they simply need to be adapted to the steps in the appropriate strategy.

"How to Choose Materials" is found in the Instructional Resources section of this manual. Following that subsection are lessons for the three strategies of Phase II. If they are suitable for students in the program, feel free to duplicate them or adjust them to fit your needs.

Since this program is a process, materials can be taken from a variety of sources and the content of the materials can be chosen for interest or functional needs of individual students in the program.

After you have gotten the program under way, either an aide or a volunteer should be solicited to do the duplication of materials. One may also be found to compile data to save your time for the tasks that require professional skills: training for and supervision of instruction, prescribing lessons, identifying appropriate materials for the lessons, and intrepreting the data.

TUTOR RECOGNITION

The value of the volunteer tutor is immeasurable in this program. Without them there would be no reading program. Without them the students would not have that all important individualized instruction which allows them to learn at their own pace. Volunteers are friendly, empathetic, and energetic people who appreciate recognition of their services. This may be accomplished in a variety of ways:

1. Send a "thank you" letter or post card to the tutor.
2. Send a letter to the tutor's employer advising them of the tutor's contribution to your program.
3. Publicly thank the volunteers through the media.
4. Give a special pot luck dinner honoring the tutors.

MONITORING & RECORD KEEPING: FORMS

LEX PROCESS FOR ENGLISH READING INSTRUCTION

TESTING SCHEDULE

STUDENT	PREREQUISTE TEST	Enter Dates PRETEST	POSTTEST
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

LEX PROCESS FOR ENGLISH READING INSTRUCTION

Student Record Form

	Enter Scores		
	PREREQUISTE TEST	PRETEST	POSTTEST
Name: _____	_____	_____	_____
Dates:	_____	_____	_____

STRATEGY LESSONS

Language Experience	Read and Perform a Task	Read and Answer Questions
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Read and Paraphrase	Language Skills
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STUDENT EVALUATION FORM

Date_____

We would like to know how you like the reading program. We are interested in your feelings and suggestions concerning the classes here. Please read and answer the following questionnaire. Thank you.

	Yes	Some-times	No	Don't know
1. I need to learn to read English.				
2. I need to learn to write English.				
3. I need to learn to speak English.				
4. I need to learn to listen to and understand English.				
5. I am learning to read English.				
6. I can speak English better now because of these classes.				
7. I can understand people when they speak English because of these classes.				
8. I can do my work at my job better because I can talk to by boss and the other workers and they can talk to me.				
9. I like the lessons I read here.				
10. I understand the lessons I read here.				
11. I understand my teachers when they teach me.				
12. I enjoy the classes here.				
13. I want to stay in the program and learn to read.				

SAMPLE LETTER SENT TO EMPLOYERS

GUADALUPE
EDUCATIONAL
PROGRAMS
AT THE FRONTIERS OF
EDUCATIONAL NEED

BOARD OF TRUSTEES
JESS AGRAZ
DONALD HADLEY
LOHR LIVINGSTON
NORMA MATHESON
MAURINE McDONALD
JERALD MERRILL
JOHN RAVARINO
ORLANDO RIVERA
VICKY REES SMITH
ROWAN STUTZ
DAPHNE WILLIAMS
DIRECTOR
SUZANNE WEISS

August 3, 1981

Dear Sir or Madam:

Your employee, Jose Ramos, has been participating in an experimental reading program conducted by Guadalupe Educational Programs. We began this program in an effort to teach English reading skills to adult non-English speakers. We believe the instruction of reading will also improve other language skills such as speaking and listening.

We would like to know if you have observed any language improvement in your employee. We would appreciate your taking the time to fill out the enclosed form and give it to your employee to return to us.

Thank you for your cooperation.

Sincerely,

Judy Cohen

Judy Cohen
Director of the LEX Reading Process
Guadalupe Educational Programs

Enclosure

A UNITED WAY AGENCY

129 NORTH 600 WEST
SALT LAKE CITY, UTAH 84116
(801) 531-6100

EARLY LEARNING CENTER
LEARNING CONSULTANTS
VOLUNTARY IMPROVEMENT PROGRAM

THE LEX READING PROCESS

EMPLOYER EVALUATION OF LANGUAGE IMPROVEMENT

Directions: Please check the appropriate boxes.

	My employee shows improvement: NO	SOME	MUCH
Your employee can communicate with you and other employees.			
You can understand your employee when s/he talks.			
Your employee seems to understand you when you give instructions.			
Your employee can read English.			
Your employee is willing to communicate with you and other employees.			
Your employee shows improved self-confidence, ability and motivation on the job.			

Signature_____

Date_____

Comments:

TUTOR REPORT FORM

LANGUAGE EXPERIENCE

Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Tutor prepares materials to help conduct Step 3.		_____Min.	
2. Tutor orients student to task and relates it to student's experience.		_____Min.	
3. Tutor gets student to tell the story.		_____Min.	
4. Tutor writes student's story verbatim.		_____Min.	
5. Tutor corrects story and explains corrections		_____Min.	How many corrections were made? # ____
6. Tutor reads sentence aloud, student reads it aloud. Complete story this way.		_____Min.	
7. Tutor teaches student unknown words (if any) using "Sight Word" techniques		_____Min.	Number of sight words taught _____
8. Student reads story aloud several times until smooth.		_____Min.	Number of times story was read _____
9. Tutor records story. Student records story.		_____Min.	

Activities	Date Done	Duration	Comments
10. Tutor gives instructions: a. Student silently reads story while listening to tape at home. b. Student listens to tape and writes story at home.		_____Min.	
11. Next Session Tutor reads and corrects student's transcription of story done at home.		_____Min.	Errors corrected _____ Word Order _____ Spelling _____ Grammar _____ Punctuation

TUTOR REPORT FORM

READ AND PERFORM A TASK

Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task and relate to student's experience.		_____Min.	
2. Student silently reads text in English and underlines unknown words and phrases.		_____Min.	
3. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		_____Min.	How many words did the student not know: # _____
4. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words were drilled: # _____
5. Student re-reads text, either orally or silently --focus on comprehension.		_____Min.	
6. Student answers comprehension questions (if there are any).		_____Min.	Write the type of prompt next to the question number. 1___6___11___16___ 2___7___12___17___ 3___8___13___18___ 4___9___14___19___ 5___10___15___20___
7. Student performs prescribed task with help of tutor, if needed.		_____Min.	Completed Task _____ With help _____ Without help

TUTOR REPORT FORM

READ AND ANSWER COMPHREHENSION QUESTIONS

Date _____ Read Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task.		____Min.	
2. Student reads text in native language if available. (optional)		____Min.	Bilingual text was abailable _____ Yes _____ No
3. Student silently reads text and underlines unknown words and phrases.		____Min.	
4. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		____Min.	How many words did the student not know? # _____
5. Tutor helps student practice difficult or unknown words and phrases.		____Min.	How many words are drilled? # _____
6. Student and tutor separately read text orally.		____Min.	Fluent? _____ Yes (omit steps 10 & 11) _____ No (include steps 10 & 11)
7. Student rereads text silently.		____Min.	
8. Student answers comprehension questions orally and tapes answers.		____Min.	Write the type of prompt next to the questions number. 1____ 6___11___16____ 2____ 7___12___17____ 3____ 8___13___18____ 4____ 9___14___19____ 5____10___15___20____

Activities	Date Done	Duration	Comments
9. Student writes answers to comprehension questions or completes Cloze Test.		_____Min.	Check: _____ Comprehension questions _____ Cloze Test
10. Student and tutor both tape text (if needed).		_____Min.	Check: _____ Comprehension questions _____ Cloze Test
11. If Step 10 is done, student listens to tape and transcribes text at home.		_____Min.	
12. Next Session Tutor reads and corrects student's transcription.		_____Min.	Errors corrected: _____ Word Order _____ Spelling _____ Grammar _____ Punctuation

TUTOR REPORT FORM

READ AND PARAPHRASE

Date _____ Reading Passage _____ Session No. ___

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to the task.		_____Min.	
2. Prereading activity.		_____Min.	
3. Student silently reads and underlines unknown or difficult words and phrases.		_____Min.	
4. Tutor helps student figure out meaning and pronunciation of difficult words and phrases.		_____Min.	How many words did the student not know? # _____
5. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words drilled? # _____
6. Student and tutor separately read story orally.		_____Min.	Fluent: _____ Yes _____ No
7. Student silently rereads story.		_____Min.	
8. Student writes answers to comprehension questions or completes Cloze Test.		_____Min.	Check: _____ Questions _____ Cloze Test
9. Student paraphrases story. (Tells story in own words)		_____Min.	Referred back to the story: _____ Yes _____ No

Activities	Date Done	Duration	Comments
10. Student records paraphrases.		_____Min.	
11. Tutor tells student to listen to tape and write down his-her paraphrase at home.		_____Min.	
12. Next Session Tutor reads and corrects student's transcription.		_____Min.	Errors corrected: _____ Word Order _____ Spelling _____ Grammar _____ Punctuation
13. Student paraphrases independently.		_____Min.	Steps: Min.: Underline words_____ Learn meanings_____ Re-read text_____ Tape record_____ Transcribe_____

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LANGUAGE EXPERIENCE

Individual Student Chart

Student Name_____

_____

STEPS

LESSON #/DATE	1. Prepares materials # of min.	2. Orients to task # of min.	3. Student tells story # of min.	4. Tutor writes verbatim # of min.	5. Corrects story # of min.	No. of corrections made	6. Tutor reads/student reads. # of min.	7. Sight Words # of min.	Number of words	8. Student reads aloud # of min.	9. Tutor tape records/ student tape records # of min.	10. Give assignment # of min.	11. Student brings transcription/Tutor corrects. # of min.	
TOTALS														
MEAN (Total divided by no. of lessons)														

LANGUAGE EXPERIENCE

Individual Student Chart

Student Name_____

_____

STEPS 11 continued:

LESSON #/DATE	Corrections # of min.	Spelling	Grammar	Punctuation											
TOTALS															
MEAN (Total divided by no. of lessons)															

LANGUAGE EXPERIENCE

SUMMARY CHART

STUDENT NAME/DATE	STEPS
	1. Prepares materials # of min.
	2. Orients to task # of min.
	3. Student tells story # of min.
	4. Tutor writes verbatim # of min.
	5. Corrects story # of min.
	Number of corrections made
	6. Tutor reads/student reads # of min.
	7. Sight words # of min.
	Number of words
	8. Student reads aloud # of min.
	Number of times read
	9. Tutor tape records/ student tape records # of min.
	10. Give assignment # of min.
	11. Student brings transcription/Tutor corrects # of min.
TOTALS	
MEAN (Total divided by the no. students)	

63 LANGUAGE EXPERINCE

SUMMARY CHART

Page 2

STUDENT NAME/DATE	STEPS 11. continued: Corrections: Word order	Spelling	Grammar	Punctuation									

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READ AND PERFORM A TASK

Lesson _____

_____

STUDENT NAME/DATE	STEPS
	1. Orient to task. # of min.
	2. Silently read/underline words. # of min.
	3. Learn meaning and pronounciation. # of min.
	Number of words student did not know
	4. Practice difficult words and phrases. # of min.
	Number of words drilled
	5. Student re-reads text. # of min.
	6. Answers comprehension questions. # of min.
	Correct without prompt
	Correct with prompt
	7. Performs tasks. # of min.
	Completed without help
	Completed with help
TOTALS	
MEAN (Total divided by no. of students)	

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READ AND PERFORM A TASK

SUMMARY CHART

Enter GROUP Totals for EACH LESSON	STEPS 1. Orient to task. # of min.	2. Silently read/underline words. # of min.	3. Learn meaning and pronounciation. # of min.	Number of words student did not know	4. Practice difficult words and phrases. # of min.	Number of words drilled	5. Student re-reads text. # of min.	6. Answers comprehension questions. # of min.	Correct without prompt	Correct with prompt	7. Peforms tasks. # of min.	Completed without help	Completed with help
TOTALS													
MEANS FOR READ AND PERFORM A TASK (Total divided by the number of lessons.)													

69 READ AND ANSWER COMPREHENSION QUESTIONS

Lesson _____

_____

STUDENT NAME/DATE	1. Orient to task. # of min.	2. Bilingual reading # of min.	3. Silently read/underline words. # of min.	4. Learn meaning and pronounciation. # of min.	Number of words student did not know.	5. Practice difficult words and phrases. # of min.	Number of words drilled	6. Student/Tutor read text orally. # of min.	Fluent? Y (yes) N (no)	7. Student reads silently # of min.	8. Answers comprehension questions; tape records # of min.	Correct without prompt	Correct with prompt	9. Writes answers # of min.

READ AND ANSWER
COMPREHENSION QUESTIONS
Page 2

Lesson_____

_____

STUDENT NAME/DATE	STEPS continued: 9. Questions (Q) Cloze Test (C)	10. Student/tutor tape record text # of min.	Questions (Q) Cloze Test (C)	11. Student transcribes tape at home	12. Tutor reads and corrects transcription # of min.	Corrections: Word order	Spelling	Grammar	Punctuation					

READ AND ANSWER COMPREHENSION QUESTIONS

SUMMARY CHART

Enter GROUP Totals for EACH LESSON	1. Orient to task # of min.	2. Bilingual reading # of min.	3. Silently read/underline words # of min.	4. Learn meaning and pronounciation # of min.	Number of words student did not know	5. Practice difficult words and phrases # of min.	Number of words drilled	6. Student/Tutor read text orally # of min.	Fluent? Y (yes) N (no)	7. Student reads silently # of min.	8. Answers comprehension questions; tape records # of min.	Correct without help	Correct with prompt	9. Writes answers # of min.
TOTALS														
MEANS FOR READ AND ANSWER COMPREHENSION QUESTIONS (Total divided by number of lessons)														

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READ AND ANSWER
COMPREHENSION QUESTIONS

SUMMARY CHART
Page 2

Enter GROUP Totals for EACH LESSON	STEPS 9. continued: Questions (Q) Cloze Test (C)	10. Student/Tutor tape record text # of min.	Questions (Q) Cloze Test (C)	11. Student transcribes tape at home	12. Tutor reads and corrects transcription # of min.	Corrections: Word order	Spelling	Grammar	Punctuation					
TOTALS														
MEANS FOR READ AND ANSWER COMPREHENSION QUESTIONS (Total divided by number of lessons)														

READ AND PARAPHRASE

Lesson _____

| STEPS | STUDENT NAME/DATE | | |

READ AND PARAPHRASE
Page 2

Lesson_____

_____

STUDENT NAME/DATE	STEPS 10. Student records paraphrase # of min.	11. Student transcribes tape at home # of min.	12. Tutor reads and corrects transcription # of min.	Corrections: Word order	Spelling	Grammar	Punctuation	13. Paraphrase independently # of min.	Silently read/underline words # of min.	Learn meaning of difficult words # of min.	Re-read text # of min.	Tape record paraphrase # of min.	Transcribe paraphrase # of min.	

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READ AND PARAPHRASE

SUMMARY CHART

Enter GROUP Totals for EACH LESSON	STEPS 1. Orient to task # of min.	2. Prereading activity # of min.	3. Silently read/underline words # of min.	4. Learn meaning and pronounciation # of min.	Number of words student did not know	5. Practice difficult words and phrases # of min.	Number of words drilled	6. Student/Tutor read text orally # of min.	Fluent? Y (yes) N (no)	7. Student reads silently # of min.	8. Writes answers # of min.	Questions (Q) Cloze Test (C)	9. Student paraphrases # of min.	Referred back Y (yes) N (no)
TOTALS														
MEANS FOR READ AND PARAPHRASE (Total divided by number of lessons)														

READ AND PARAPHRASE
Page 2

SUMMARY CHART

Enter GROUP Totals for EACH LESSON	STEPS 10. Student records paraphrase # of min.	11. Student transcribes tape at home # of min.	12. Tutor reads and corrects transcription # of min.	Corrections: Word order	Spelling	Grammar	Punctuation	13. Paraphrase independently # of min.	Silently read/underline words # of min.	Learn meaning of difficult words # of min.	Re-read text # of min.	Tape record paraphrase # of min.	Transcribe paraphrase # of min.	
TOTALS														
MEANS FOR READ AND PARAPHRASE (Total divided by number of lessons)														

TO THE VOLUNTEER RECRUITER

The Recruiter plays a vital role in the success of the LEX Process for English Reading Instruction. It is her/his responsibility to establish an ongoing system of contacts with the community to promote awareness of the program itself and to bring capable volunteers into service for instruction of the students.

The Recruiter's enthusiasm about the program is what attracts and encourages volunteers to participate. Her/his contact in the orientation session gives the important "first impression" of community need, a well managed program, the professional approach of the program and staff, and a student-oriented program.

It is essential that the Recruiter understands all elements of the program: the target students, the expected outcomes of the program, the role of the volunteers and instructional staff. S/he needs to be proficient enough with the information in the Introduction of the Volunteer Tutor Manual, a section of this manual, to be able to use the information to conduct orientations to the program. In addition, s/he should be well acquainted with the Teaching Strategies in the Volunteer Tutor Manual and with this section, Program Operations.

After Orientation of tutors to the program, the Recruiter needs to communicate with the instructional staff to inform them of her/his "first impression" of the volunteers that participated. S/he also needs to contact the staff at least weekly to discuss volunteer needs of the program. Some volunteers may not feel they can tutor but may want to contribute to the program in another way. Staff will need help in data compilation, with the duplication of materials and typing special lessons.

RECRUITMENT OF VOLUNTEERS

The essential element of a successful program is the motivated and well-trained volunteer tutor. The following presentation will describe volunteer recruitment, the personality qualities and skills of a good volunteer.

Where To Go For Help--The Media

Radio: Local radio stations are probably the best recruitment agency; they are usually pleased to provide air time to public service organizations. They can arrange 10-, 15-, or 30-second "spots" for a public service announcement (PSA)--a brief description of program needs and a call for volunteers.

Much can be said in a 10-second "spot" PSA. The following are examples of 10-second, 15-second, and 30-second PSA's. Include the agency's name, address, and phone number in each PSA.

EXAMPLES:

10-second Public Service Announcement:

> Volunteer to tutor English at the Guadalupe Center VIP Program. Help someone become a contributing member to our community. Call 531-6100.

15-second Public Service Announcement:

> Middle of the week blues? Nothing to do? Bored? Here is the answer: Spend a few hours with someone from another country sharing your English skills. Teach survival English Tuesdays and Thursdays from 7 to 9 p.m. No foreign language is necessary. Call VIP, at 531-6100.

30-second Public Service Announcement:

> Can't afford to travel this summer? You can meet and mingle with folks from other lands, while you remain at home. Volunteer to tutor English to someone who needs this skill to survive in this country. No foreign language skill is necessary. Just call Guadalupe Center VIP Program at 531-6100. That's 531-6100.

The person in charge of recruiting volunteers may proceed as follows:

1. Contact radio personnel who are responsible for scheduling public service announcements.
2. Explain the program; how it serves the community.
3. Ask for air time for PSA's.
4. Establish a schedule with each station regarding:
   a. Number of PSA's to be broadcast.
   b. How often the PSAs should change in content.
   c. The length of time slots (10-, 15-, or 30-seconds) for which the PSA's should be written.

Television: T.V. stations in Salt Lake City have a record of being supportive in providing 60-second public service announcements on behalf of tutor recruitment efforts. This good source can be most helpful at the height of the recruiting season, the end of the summer. An effective recruiter will proceed, as follows:

1. Contact the local T.V. stations.
2. Work with T.V. personnel on the production of a 60-second PSA.
3. Start preparations for the PSA's at least two months before they are aired.
4. Decide on the format of the PSA--usually a series of slides with an accompanying script or a video tape.
5. Get a written release from any person shown on video tape or slides.
6. Write a letter to T.V. personnel thanking them for their help.

Newspapers: Some newspapers have a section which regularly publicizes requests for volunteers. Most newspapers will publish requests as the need for volunteer help arises. For this reason newspapers are a good resource if an unexpected drop in volunteers occurs and quick recruitment is necessary. The recruiter will need to establish contact with the staff person responsible for the volunteer section of the newspaper.

Talk Shows and Interviews: Other means for publicizing a volunteer program are available by arranging to appear on radio and television talk shows and by interviews with newspaper writers. Media people look for community-oriented programs and material; educational programs are considered to be good topics.

Newspapers will write and publish articles about good programs. They need to be made aware of a new program, what it is and what it does, a special event planned; perhaps offer an interview with volunteers in recognition of their work.

Other Sources for Volunteers

Although the media will probably be the best source of volunteers, certain organizations should not be overlooked. The

following list will suggest people who may want to volunteer their time as tutors:

1. Churches
2. Senior Citizen organizations
3. Returned Peace Corps volunteers
4. Returned church missionaries
5. Local universities, colleges, and junior colleges.
6. Jaycees and Junior League

Since the contact person in organizations may change often, it is best to re-establish contact as frequently as twice a year. Returned missionaries, other religiously motivated people, and those who have volunteered in humanitarian projects often become excellent tutors.

Universities, colleges, and junior colleges are a rich source of volunteers. Departments of Education, Communications, Psychology, and English seek "field experience" for their students. This "field experience" is often directed to working with low income people with special needs.

Teaching reading in English to adult non-English speakers who are often members of low-income and/or minority groups provides such experience.

The recruiter will need to contact department heads and individual professors before every quarter or semester to arrange the following:

1. A class visit to address prospective volunteers.

2. A cooperative agreement whereby the university or college students will earn credit for their "field experience."

3. Make clear the needs of the program in terms of time commitments for its volunteers. For example, the student should expect to volunteer for at least one session each week for a full quarter/semester.

4. Establish what form of report the professors expect on those students who volunteer for class credit.

Unless you are serving young adults, high schools are not recommended as a source for volunteers. Adult students in the program have been found to be uncomfortable when being tutored by someone as young as a high school student.

Other Means for Recruiting Volunteers

Posters: Posters may be placed in restaurants, public buildings, on college campuses, and on city busses. Permission may be required to do so. To arrange to place posters on city busses, the following procedure is suggested:

1. Inquire what amount is charged by the bus company for displaying posters of a **non-profit** group.

2. Check on the size specifications and paper weight required for posters by the bus company.

Word of Mouth: Involved volunteers are often the best recruiters!

Volunteer Tutor Selection

Once volunteers are recruited, what is the procedure for selecting those who will be good tutors? The simple desire to volunteer for the program is not, by itself, enough to make the volunteer a good tutor.

The initial selection of volunteers may occur during a preliminary meeting; or orientation session, with potential tutors and the recruiter. At this time, the recruiter will:

1. Have the volunteers complete an application form.

2. Present an overview of the program as outlined in under "Orientation of Volunteers" included in this subsection.

3. Express appreciation for the tutors' decision to contribute their time and talents to the students and the program.

Skills and Personality Traits

The skills and personality traits listed are to be observed in a potential volunteer, as follows:

1. Native speaker of English.
2. High school education, at least.
3. Willingness to give time necessary for in-service training.
4. Self-confidence.
5. Self-motivation.
6. Empathy for the student.
7. Flexibility.
8. Willingness to follow staff direction.

How to Determine Volunteer Skills and Traits

Information about the first three traits is asked on the volunteer application form. Flexibility and willingness to follow staff directions can be discussed and usually ascertained during the initial contact with the potential volunteer. To emphasize the need for flexibility in volunteers, it is important to inform them that sometimes a better match between student and tutor is needed because of personality conflicts or the student's preference to work with a man or a woman only. When this occurs, reassignments of tutor and student are made. Absenteeism, whether on the part of the student or the tutor, can be another reason for re-matching student and tutor temporarily or permanently.

After describing these possible situations the potential volunteer is asked what he or she thinks about something like this happening. The response to this question will indicate something about personal flexibility.

Willingness to follow staff directions, self confidence, motivation and empathy are more difficult to assess at a first meeting with a potential volunteer. These traits, however, will become evident within two or three tutoring sessions. A lack of these traits does not mean that the volunteer is necessarily a "bad" tutor. It may only mean that extra guidance and supervision from the staff is needed.

Undesirable Volunteer Motivation

Although many people sincerely want to help another human being there will be times when the program does not fit their intentions or desires. It is best to not involve people in the program if they:

1. Want to tutor only so they may learn and/or practice another language.
2. Want to use their own teaching methods and are unwilling to use the program's methods.
3. Want to convert the student to their religious or political beliefs.
4. Are unwilling to participate in in-service training.

To avoid some of these problems, this question can be included on the volunteer application: "Why do you wish to volunteer for this program?" Volunteers who wish to improve their own second language or who wish to make converts to their beliefs usually will understand why this is not a desired activity. Since the student's time is limited, a

program must provide as much English instruction to the student as possible. The acceptable volunteer will then set aside his or her personal wishes and agree to the aims of the program.

People who are unwilling to attend in-service training or will not agree to using the program's methods are not good candidates. It would be wise to ask them to consider another volunteer organization which may better fit their needs and talents.

ORIENTATION OF VOLUNTEERS: INTRODUCTION TO THE PROGRAM

Time: 45 minutes to 1 hour.

Materials

Application forms for all prospective volunteers.
Chalkboard, chalk and an eraser.
Copies of the "Introduction" to the Volunteer Tutor Manual.
Optional:
Overhead projector with transparancies (masters for reproduction of these are included at the end of this subsection):

1. Components of the Teaching Strategies
2. Components of the Program
3. Student Record Form
4. Tutor Report Form

Procedures

As people come in, have them complete an application form.

Step 1: Welcome the participants.

It is important that the Recruiter expresses appreciation in the participants' interest in the program. Say something like, "We appreciate your interest in our program and in your taking time to find out about it. The most important part of my job tonight is to convince you that you can do this!"

Step 2: Outline the orientation:

"After this orientation, you should have a better understanding of the program. Remember that you will always have the support of the staff to help you. Also, once you have had detailed training in the instructional procedures and give it a real

'live try-out' with a student, this can be an extremely rewarding experiece.

"Tonight you will find out:

(Write on blackboard the following outline)

a. What is LEX.
b. Who is the LEX student.
c. Why volunteers are needed.
d. What we ask of volunteers.
e. What you can expect from us.
f. An overview of the program."

Step 3: What is LEX.

Write the name of the program on the board: The LEX Process for English Reading Instruction. Under LEX, write, "Language EXperience."

Tell the volunteers that this program uses a method called language experience which is why it is called "LEX." They will learn exactly what language experience means as they go through the instructional training. This orientation is informational.

Step 4: Who is the LEX student: The target population.

Immigrants and refugees who speak another language from countries including Cambodia, Viet Nam, Central and South America, etc., have come to the United States to escape extreme poverty or because of the life-threatening political situations in their countries.

The LEX Process is to teach English reading skills to those refugees and immigrants who are literate in their native language and who have some English speaking skills.

Step 5: Why volunteers are needed:

Fxplain the educational needs of the immigrants and refugees require when possible, an individualized approach.

The most immediate need of people entering this country is to be able to communicate in English--to understand, to speak, to read and write it.

The people coming into the country also have wide backgrounds and educational levels. The range is from the illiterate in her/his native language to those having post-graduate degrees.

The immediacy of the need--to function in the community and seek adequate employment--and the variety of English and native language skills makes the traditional classroom inadequate and inappropriate in terms of time available.

A viable approach is to provide individualized instuction utilizing volunteers from the community who are willing to give of themselves to help others become productive, independent and contributing members of their new community.

Step 6: What we ask of volunteers.

Write on the board the requirements of volunteers as found on page M9.

Step 7: What you can expect from us (the role of the instructional staff).

"The instructional staff are professionally trained in the teaching of English-as-a-Second Language (ESL) and reading. Their role in LEX is to:

a. Train all volunteers in the LEX methods.
b. Diagnose the students through testing.
c. Prescribe and prepare lessons for you to use with your student.
d. Help you during tutoring sessions.
e. Gather from you and compile data on student learning experiences.
f. Have a "consultation" meeting with all tutors once a month to give you feedback and to get your input for training needs, your student's progress, program needs, and preparing your student for the Posttest.

Step 8: An overview of the program.

a. The LEX Process has two phases:

Phase I: Reading One's Own Language where the student produces the material by telling about an experience s/he has had.

Phase II: Reading the Language of Others where the student reads material and responds to it by producing language both oral and written.

b. The Phases are made up of Teaching Strategies or steps to follow during instruction. Each Strategy has five components:

(Prepare a transparancy from the original which is included at the end of this subsection or refer to the Volunteer Tutor Manual, page M11.)

Many of the steps are repeated throughout the strategies and go together to build a "process" for approaching unfamiliar English reading material. The chart on page M13, "Components of the Program," visually demonstrates this repetition. You are not expected to understand the steps on the chart until after training by staff.

c. The content of the Strategies:

In Phase I, the student creates the content.

In Phase II, there are three strategies:

Read and Perform a Task.
Read and Answer Comprehension Questions.
Read and Paraphrase.

d. Recording information for the staff.

(The forms used here should be shown on the overhead projector with the Recruiter demonstrating their use.)

Student Record Form is to list each lesson you teach to your student.

A Tutor Report Form is supplied for each lesson taught with each strategy. This helps the staff know where each student is and how the program as a whole is going.

Step 9: Offer the participants a copy of the "Introduction" of the Volunteer Tutor Manual which will give them a more detailed overview of the program.

Invite them to attend the training session for Phase I: Reading One's Own Language. Tell them the:

PLACE
DATE
TIME
NAME OF THE TRAINER

End the orientation on a positive note especially encouraging those who seem to have the qualities identified under "Recruitment" above. Prepare to meet with the instructional staff by going over the application forms, noting those you feel will make good tutors and why.

MATERIALS FOR ORIENTATION OF VOLUNTEERS

SAMPLE VOLUNTEER APPLICATION FORM

Date _____ 99

VOLUNTARY IMPROVEMENT PROGRAM

NAME: _____ PHONE: _____

ADDRESS: _____

NAME OF EMPLOYER AND/OR SCHOOL: _____ PHONE: _____

BIRTH DATE: _____ MARITAL STATUS: _____ SEX: FEMALE MALE

I HAVE COMPLETED: 0 1 2 3 4 5 ___YEARS OF POST HIGH SCHOOL EDUCATION.

I AM A CERTIFIED SCHOOL TEACHER YES ( ) NO ( ), IF YES I TEACH AT _____

_____. COLLEGE DEGREE AND MAJOR: _____

_____. I AM ( ), AM NOT ( ) RECEIVING CREDIT FOR THIS

VOLUNTEER TIME. IF YES, FROM WHOM? _____

I HAVE SOME SKILLS IN THE FOLLOWING AREAS; I.E., NEEDLEWORK, CLERICAL, MECHANICAL,

GARDENING: _____

_____

TRAINING AND/OR BACKGROUND: _____

WHAT FOREIGN LANGUAGE DO YOU SPEAK FLUENTLY? _____ _____

READ? _____ WRITE? _____

SPECIAL INTERESTS OR HOBBIES: _____

_____

RECRUITED OR REFERRED TO PROGRAM BY: _____

COMMENTS: _____

_____

The Components of the Teaching Strategies

There are five components included in each Strategy, as follows:

1. Rationale is the "why" of the Teaching Strategy.
2. The Overview of the Basic Teaching Strategy is a list of steps in the Teaching Strategy.
3. The Details of the Basic Teaching Strategy describe the procedures for teaching each step.
4. Sample Lesson to use while learning the Strategy.
5. Tutor Report Form to give you practice while learning to teach the Strategy.

COMPONENTS OF PROGRAM

STRATEGY: STEP/PAGE

STEPS:	LANGUAGE EXPERIENCE	READ AND PERFORM A TASK	READ AND ANSWER QUESTIONS	READ AND PARAPHRASE
Orient to Task	2/27*	1/53	1/76	1/104
Produce a Language Experience	3/28			
Pre-reading Activities		1/53	1/76	2/104
Bilingual Material			2/77	
Silently Read & Underline Words		2/54	3/78	3/105 13/117
Learn Meanings & Pronunciations		3/55	4/79	4/104 13/117
Practice Words	7/32	4/57	5/81	5/108
Read Orally	6/31 8/34		6/83	6/110
Re-read Silently		5/59	7/85	7/112 13/117
Answer Questions Orally			8/86	
Tape Record	9/36		8/86 10/86	10/115 13/117
Write Answers to Questions or Cloze Test**		6/60	9/87	8/113
Perform a Task		7/62		
Transcribe from Tape	10/37		11/89	11/115 13/117
Paraphrase Orally				9/114 13/117
Write Paraphrase				13/117

*2/27 signifies Step 2, page 27

**A Cloze Test is a copy of the reading text with every seventh word deleted. The student is to fill in the blanks.

LEX PROCESS FOR ENGLISH READING INSTRUCTION

Student Record Form

		Enter Scores		
		PREREQUISTE TEST	PRETEST	POSTTEST
Name: _____		_____	_____	_____
	Dates:	_____	_____	_____

STRATEGY LESSONS

Language Experience	Read and Perform a Task	Read and Answer Questions

Read and Paraphrase	Language Skills

TUTOR REPORT FORM

READ AND PERFORM A TASK

Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task and relate to student's experience.		_____Min.	
2. Student silently reads text in English and underlines unknown words and phrases.		_____Min.	
3. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		_____Min.	How many words did the student not know: # _____
4. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words were drilled: # _____
5. Student re-reads text, either orally or silently --focus on comprehension.		_____Min.	
6. Student answers comprehension questions (if there are any).		_____Min.	Write the type of prompt next to the question number. 1___6___11___16___ 2___7___12___17___ 3___8___13___18___ 4___9___14___19___ 5___10___15___20___
7. Student performs prescribed task with help of tutor, if needed.		_____Min.	Completed Task _____ With help _____ Without help

LEX PROCESS FOR ENGLISH READING INSTRUCTION

TESTING

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INTRODUCTION

The tests contained in this manual were developed specifically for the LEX Process for English Reading Instruction by the Staff and members of the Instructional Design Team. Their reliability and validity have not been empirically demonstrated because of the necessarily small number of persons tested. However, they have proven to be a reliable assessment tool for the developmental LEX Process.

Tests should be given by the administrator or a professional staff member. There are three tests:

1. The Prerequisite Skills Test.

    a. Purpose: To determine if a potential student has literacy skills in her/his native language as well as some oral fluency in English. (See definition of Target Students in the Rationale section of this manual, page 3.)

    b. To Whom It Is Administered: To all applicants to the program.

If an applicant demonstrates s/he does not have the skills evaluated on this test, s/he should not be admitted into the program. S/he will need basic reading instruction.

It is recommended that such pre-literate applicants be given instruction using the language experience methodology in Phase I of the LEX Process along with English As a Second Language Curriculum and Inservice Training, a 310 project developed by Salt Lake District, as a guide for skills development.

2. The Pretest.

    a. Purpose: To determine whether the applicant already has the English reading skills taught in the program and is therefore not eligible.

    b. To Whom It is Administered: To all applicants directly after verifying literacy skills on the Prerequisite Skills Test.

The students for whom the program will be most beneficial are those who pass the Prerequisite Skills Test and fail the Pretest.

3. The Posttest.

   a. Purpose: To determine if the student has mastered the skills taught in the program.

   b. To Whom It Is Administered: To students who have received approximately 150 hours of instruction.

The Pretest and Posttest are identical in content but differ in use and therefore in administration. IT IS CRITICAL THAT THE TESTER FOLLOW THE GUIDELINES FOR "ADMINISTERING THE TESTS."

Copies for each test, instructions for administering and scoring them are presented in detail on the following pages.

THE PREREQUISITE SKILLS TEST

CRITERIA FOR DETERMINING APPLICANT'S ELIGIBILITY FOR ENTRANCE TO THE READING PROGRAM: PREREQUISITE SKILLS TEST

The Prerequisite Skills Test has eight Sub-tests to determine an applicant's literacy skills in her/his native language. The Sub-tests are:

SUB-TEST	PURPOSE
A. Questionnaire	To determine applicant's environmental conditions conducive to learning English.
B. Alphabet Knowledge (1)	To determine if applicant knows letters in her/his own name in native language.
C. Application Form	To determine if applicant can read and write in native language.
D. Alphabet Knowledge (2)	To determine applicant's ability to recognize isolated letters in native alphabet.
E.1.Sound/Symbol (1)	To determine if applicant can pronounce CVC, CVCV nonsense patterns in native language.
E.2.Sound/Symbol (2)	To determine if applicant can pronounce CCVCC (consonant clusters) nonsense patterns in native language.
F. Paragraph Reading in Native Language	To test applicant's reading quality and comprehension in her/his native language.
G. Oral English	To determine if applicant can tell a story or describe a situation orally in English.

Administering the Test:

This test must be given individually because it is mostly oral. Each Sub-test has specific instructions, however general instructions are as follows:

1. Read through the entire test before administering.
2. Before administering, review the purpose of the sub-test as listed above.

3. Tell the applicant this test is to:

   a. See how well s/he knows her/his own language.

   b. How much English s/he can speak.

   c. How important it is for her/him to learn to read in English.

4. The Sub-tests are listed in order of difficulty and it is recommended that this order be followed. However, with experience, the tester may change the order to suit her/his own needs and purposes.

Time:

There is no time limit to this test and the time will vary with each sub-test. Experience has shown that the total test will require 30 to 45 minutes to administer.

Scoring the Test:

At the end of the Prerequisite Skills Tests is a packet of Individual Test Forms for each of the Sub-test and a Composite Score Sheet. General scoring directions are as follows:

1. Follow the scoring directions for each sub-test.

2. Score each sub-test as it is given, making any pertinent notes on the score sheet.

3. Enter the score on the proper line of the Composite Score Sheet.

4. Add the scores of all the sub-test to determine the total score.

5. If a sub-test is not administered, subtract the Criterion Score for that sub-test from Total Criterion Score of 101.

6. Compare the applicant's score with the Criterion Score to determine if it is a passing score.

Interpreting the Prerequisite Skills Test Results:

1. If the applicant does not pass with at least the Criterion Score on each sub-test administered, DO NOT admit her/him into the program.

2. If the applicant passes with the Criterion Score on each sub-test administered, s/he should now be given the Pretest.

STEPS FOR ADMINISTERING & SCORING
THE PREQUISITE SKILLS TEST

S A M P L E

COMPOSITE SCORE SHEET: PREREQUISITE SKILLS TEST

Name: _____ Date: _____

SUB TEST	DESCRIPTION	# OF POINTS	CRITERION SCORE	STUDENT SCORE
A	QUESTIONNAIRE	9	2	_____
B	ALPHABET KNOWLEDGE (1)	1	1	_____
C	APPLICATION FORM	39	25	_____
D*	ALPHABET KNOWLEDGE (2)	60	45	_____
E.1.*	SOUND/SYMBOL (1)	20	15	_____
E.2.*	SOUND/SYMBOL (2)	12	9	_____
F	PARAGRAPH READING	a. 1	0	_____
		b. 1	0	_____
		c. 6	1	_____
		d. 3	1	_____
		e. 3	1	_____
		f. 3	0	_____
G	ORAL ENGLISH	1	1	_____
	TOTALS	159	101	_____

*Score based on Spanish (75% of total possible)

NOTE: If a test is not given, that Criterion Score should be subtracted from the Total Criterion Score.

T14

TEST A: QUESTIONNAIRE

MATERIALS

Form for Tester.
Pencil.

STEPS FOR ADMINISTERING:

Step 1: Tell the applicant that you are going to ask him/her some questions and you will write her/his answers on the form. Show her/him the form.

Step 2: Ask the applicant the questions on the form.

Step 3: Circle applicant's answer on the form.

SCORING

There are nine (9) possible points on the questionnaire: one point for each year in the U.S., and one point for items two through five. The applicant must at least reach the criterion of two (2) to be admitted into the program.

EXAMPLE OF A SCORED QUESTIONNAIRE:

TEST A: QUESTIONNAIRE

Name José Ramos Date 3-3-81

1. How long have you lived in the United States?
   (Circle one) 1 2 (3) 4 5 years.
2. Do you need to read English at work? (YES) NO
3. Do you speak English at work? (YES) NO
4. Do you speak English at home? YES (NO)
5. Does your husband/wife speak English? (YES) NO

SCORE 6

TEST B: ALPHABET KNOWLEDGE (1)

MATERIALS

Pencil and paper for applicant.

STEPS FOR ADMINISTERING

Step 1: Give applicant paper and pencil. Tell her/him to write her/his name.

Step 2: Ask applicant to say each letter in her/his name out loud.

NOTE: If the applicant successfully identifies each letter, you should acknowledge this fact by saying something like:

"That's good. Now I know that you know those letters and you will be able to find them in other words."

SCORING

There is one (1) point for this test: Applicant must name all of the letters in her/his name.

EXAMPLE

José Ramos

SCORE 1

TEST C: APPLICATION FORM

MATERIALS

Application Form in applicant's native language.
Pencil.

STEPS FOR ADMINISTERING:

Step 1: Give form to applicant and ask her/him to fill out as much of the form as s/he can. DO NOT HELP APPLICANT.

Step 2: Collect Form.

SCORING

To score the criterion of 25, the applicant must answer these are questions: 1 through 12, and 14, 15, 16, 20, 21, 22, 31, 33, 34, 35, 36, 37, 38. Questions commonly left unanswered are those for which the applicant either does not have an answer or does not know the answer. Numbers for such questions are 4, 13, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 39.

EXAMPLE OF A COMPLETED APPLICATION FORM:

In the example on the following page, the applicant responded on the Spanish form to 8 more than the criterion of 25, giving him a score of 33 out of 39. The English version is on page 19.

TEST C: APPLICATION FORM T17

1. Fecha 3-3-91 2. Nombre JOSE' RAMOS

3. Dirección 1010 So. W. Temple 4. # de zone 84104

5. # de telefono 322-4962 6. # del seguro social 529-259-888

7. Fecha de nacimiento 10-18-57 8. Sexo M 9. Estado Civil Casado

10. Pais MEXICO 11. ¿Vive Ud. solo o no? NO 12. ¿Quien es la cabeza de la casa? YO 13. Parentesco

Salario que entra a la casa: 14. Mensualmente 540.00 15. Por hora 4.40

16. # de horas 8 17. ¿Qué se trabaja? 18. # de dependientes 2 19. Lista de dependientes:

Maria RAMOS Juan M. RAMOS

20. ¿Cuánto tiempo ha vivido en los Estados Unidos? 3 años

21. ¿Cuánto tiempo planea de estar en los Estados Unidos? ?

22. ¿Va Ud. a otra excuela? no 23. Nombre de la escuela

24. Nombre de la compañía donde trabaja SAFELITE

25. Dirección 26. Occupación AUTOGLASS

27. Supervisor Gary 28. ¿Cuánto tiempo ha trabajado en la compañía? 2 años 29. Da permiso de comunicarse con su patrón ✓ Si ___ No

30. Telefono 927-6163 31. Nombre de su trabaja anterior o que experiencia ha tenido EASY READ 32. ¿Qué clase de trabajo le gustaria desempeñar? 33. ¿Cuánto años en la escuela: Primaria 4

Secundaria ___ Universidad ___ 34. ¿Leé Ud. inglés? no

35. ¿Escribe Ud. inglés? no 36. ¿Leé Ud. español? Si 37. ¿Escribe Ud. español? Si 38. ¿Quién le recomendó ésta escuela? amiga

39. ¿Cuándo se siente Ud. mas molesto proque no puede hablra inglés?

SCORE 33

TEST C: APPLICATION FORM (English Version)

1. Date _____ 2. Name _____

3. Address _____ 4. Zip Code _____

5. Telephone # _____ 6. Social Security # _____

7. Birthdate _____ 8. Sex _____ 9. Marital Status ____

10. Country _____ 11. Do you live alone? _____ 12. Who is the head of the household? _____ 13. Relationship ____

_____ Salary: 14. Monthly _____ 15. Hourly _____

16. Number of hours _____ 17. Type of work _____

18. Number of dependents _____ 19. List of dependents

_____ _____ _____ _____

20. How long have you lived in the United States? _____

21. How long do you plan to live in the United States? _____

22. Do you attend another school? _____ 23. Name of School _____

_____ 24. Name of the company where you work _____

25. Address _____ _____ 26. Occupation _____

27. Supervisor's name _____ 28. How long have you worked for the company? _____ 29. May we contact your employer? Yes ____ No _____

30. Telephone number _____ 31. What kind of work or experience have you had? _____

32. What kind of work do you want to do? _____

33. Education: Elementary _____ High School _____

University _____ 34. Do you read English? _____

35. Write English? _____ 36. Do you read Spanish? _____ 37. Write Spanish? _____ 38. Who recommended this school? _____

39. When do you most need to speak English? _____

TEST D: ALPHABET KNOWLEDGE (2)

MATERIALS

List of applicant's native language alphabet including all characters.

Tag board (heavy paper) for flash cards (one for each character).

Score sheet in native language.

STEPS FOR ADMINISTERING:

Step 1: Prepare the set of alphabet flash cards, one character per card, with both upper and lower case letters in applicant's native language.

Step 2: Shuffle the cards so they are not in order.

Step 3: Show the flash cards to the applicant one at a time asking her/him to name the letter orally.

Step 4: Put the letters the applicant names correctly in one pile and those s/he doesn't know in another.

Step 5: Circle unknown letters on score sheet.

SCORING

The score is the number of known letters. Applicants should be able to name at least 75% (number correct divided by the total number of letters) of the characters, including upper and lower case.

If the applicant has missed more than 25% of the letters, make a note of that, but DO NOT STOP TESTING.

EXAMPLE

In the example on the next page, the applicant knew 58 of the 60 characters in the Spanish alphabet, well above the 75% criterion of 45.

TEST D: ALPHABET KNOWLEDGE (2) OF NATIVE LANGUAGE (SPANISH)

SCORE SHEET

Name Jose Ramos Date 3-3-81

Letter	Said	Should Have Said	Letter	Said	Should Have Said
A			Ñ		
a			ñ		
B			O		
b			o		
C			P		
c			p		
CH			Q		
ch			q		
D			R		
d			r		
E			RR		
e			rr		
F			S		
f			s		
G			T		
g			t		
H			U		
h			u		
I			V		
i			v		
J			W		
j			w		
K			X		
k			x		
L			Y		
l			y		
LL	L	LL	Z		
ll	L	LL	z		
M					
m					
N					
n					

SCORE 58

TEST D: ALPHABET KNOWLEDGE: ALTERNATIVE TESTS

Alphabet knowledge and ease of using it in its correct order is a critical reading skill. The two alternatives listed below can be used if the applicant's native language alphabet is unavailable:

1. Have her/him write her/his alphabet if you do not have a list of the applicant's native language, and note her/his behavior toward the task. Then pointing to different letters, ask her/him to name letters in a random order.

2. Test for known letter names in English. If the applicant is well educated, s/he has probably had some formal instruction in English. If the applicant is not well educated, s/he may have acquired letter names from her/his environment in this country.

SCORING

For Alternative Test 1, there is no way to predict a score. Therefore, there is no score for this test and the Criterion Score of 45 should be subtracted from the Total Criterion Score of 101 on the Composite Score Sheet, making the new total 56.

This test serves only as an indicator to the tester of the applicant's ease with the idea of "alphabet" and order.

For Alternative Test 2, there are 52 characters in the English alphabet, with 75% giving a criterion score of 39. The Criterion Score as shown on the Composite Score Sheet was determined using the Spanish alphabet of 60 characters with a 75% criterion of 45. Using the English alphabet, the Total Criterion Score should be adjusted to 95.

TEST E.1.: SOUND/SYMBOL RELATIONSHIP (CVC OR CVCV PATTERN)

NOTE 1: The following two tests were developed to assess sound/symbol relationship in Spanish. These tests are provided as examples to encourage its use as a guide for developing prerequisite tests for native speakers of other languages.

MATERIALS

Two lists of nonsense words including all consonants and vowels and their combinations in the applicant's native language. The applicant is to read from one; the Tester is to mark errors on the second.

STEPS FOR ADMINISTERING

Step 1: Give the applicant the list of one and two syllable nonsense words.

Step 2: Explain to the applicant that they are not real words but that you want her/him to read them as if they were real words in her/his own language.

Step 3: Model the first item for the applicant and have her/him repeat it after you.

Step 4: Tell the applicant to read the rest of the words.

Step 5: On the answer sheet, mark each letter of a word that is mispronounced.

NOTE 2: If the applicant seems to experience great difficulty with this test, it may be because of one of the following reasons:

1. S/he may have never been asked to pronounce "nonsense" words before and finds the task to be unreasonable.

2. S/he finds it difficult to read and pronounce words which have no meaning attached to them.

3. S/he does not know the sound that is attached to a particular letter.

   For example, although the applicant may use the sound everyday, s/he may not know that a double L, LL represents the sound /y/. Therefore s/he may not be able to read and pronounce the nonsense word #8, "DELLO," on test E.1. In this case, have

the applicant read real words containing this sound to ensure that her/his error was not due to the fact that it is a nonsense word.

SCORING

The score is the number of words read correctly. The student should pronounce 75% (the number of correct words divided by the number of words) of the words on the test with no errors.

EXAMPLE OF A SCORED TEST:

On the example on the following page, the applicant knew 19 out of the 20 items, a very acceptable score.

On page 27, the Student's Copy of the test is included.

T26

EXAMPLE OF SCORED TEST E.1

NAME: JOSE' RAMOS DATE: 3-3-81

	PALABRA	CONSONANTE INICIAL	PRIMERA VOCAL	SEGUNDA CONSONANTE	SEGUNDA VOCAL
1.	LON	L	O	N	
2.	GED	G	E	D	
3.	BUZ	B	U	Z	
4.	JOR	J	O	R	
5.	MEL	M	E	L	
6.	CEMO	C	E	M	O
7.	FARA	F	A	R	A
8.	DELLO	D	E	LL	O
9.	TESO	T	E	S	O
10.	FIDA	F	I	D	A
11.	RIPA	R	I	P	A
12.	PAY	P	A		Y
13.	QUELO	Q(U)	E	L	O
14.	HENO	H	E	N	O
15.	NOBE	N	O	B	E
16.	CUTO	C	U	T	O
17.	RIGO	R	I	G	O
18.	YAFE	Y	A	F	E
19.	VECO	V	E	C	O
20.	ZEJE	Z	E	J	E

SCORE 19

TEST E.1: STUDENT'S COPY

LISTA DE PALABRAS PARA EL ESTUDIANTE

1. LON
2. GED
3. BUZ
4. JOR
5. MEL
6. CEMO
7. FARA
8. DELLO
9. TESO
10. FIDA
11. RIPA
12. PAY
13. QUELO
14. HENO
15. NOBE
16. CUTO
17. RIGO
18. YAFE
19. VECO
20. ZEJE

TEST E.2.: SOUND/SYMBOL RELATIONSHIP (CCVCC PATTERN)

SEE NOTE 1 ON TEST E.1., PAGE 24.

MATERIALS

Two lists of nonsense words including all consonant clusters and vowels in the applicant's native language. The applicant is to read from one; the Tester is to mark errors on the second.

STEPS FOR ADMINISTERING

Step 1: Give the applicant the list of one and two syllable nonsense words.

Step 2: Explain to the applicant that they are not real words but that you want her/him to read them as if they were real words.

Step 3: Model the first item for the applicant and have her/him repeat it after you.

Step 4: Tell the applicant to read the rest of the words.

Step 5: On the answer sheet, mark each letter of a word that is mispronounced.

NOTE: If the applicant seems to experience great difficulty with this test, it may be because of one of the following reasons: SEE NOTE 2 ON PAGE 24, TEST E.1.

SCORING

The score is the number of words read correctly. The applicant should pronounce 75% (the number of correct words divided by the number of words) of the words on the test with no errors.

EXAMPLE OF A SCORED TEST:

On the example on page 30, the applicant knew 12 words, giving him a score of 12.

EXAMPLE OF SCORED TEST E.2

NAME: Jose Ramos DATE: 3-3-81

	PALABRA	COMBINACION CONSONANTICA INICIAL	PRIMERA VOCAL	SEGUNDA COMBINACION CONSONANTICA	SEGUNDA VOCAL
1.	GRABLA	BR	A	BL	A
2.	CLOBRE	CL	O	BR	E
3.	DRIGLO	DR	I	GL	O
4.	PLEGRO	PL	E	GR	O
5.	GLUFRE	GL	U	FR	E
6.	BLADRE	BL	A	DR	E
7.	TRICLO	TR	I	CL	O
8.	FLOPLO	FL	O	PL	O
9.	CRUFLA	CR	U	FL	A
10.	PRACRO	PR	A	CR	O
11.	BROTRA	BR	O	TR	A
12.	FROPRA	FR	O	PR	A

SCORE 12

TEST E.2: STUDNET'S COPY

LISTA DE PALABRAS PARA EL ESTUDIANTE

1. GRABLA
2. CLOBRE
3. DRIGLO
4. PLEGRO
5. GLUFRE
6. BLADRE
7. TR1CLO
8. FLOPLO
9. CRUFLA
10. PRACRO
11. BROTRA
12. FROPRA

T32

TEST F: ORAL READING IN NATIVE LANGUAGE

If the applicant has learned to read in her/his own language, s/he will be able to use those learning skills to read in English. The applicant is asked to read aloud to allow the Tester to assess how quickly s/he recognizes and pronounces words. The Tester can hear if s/he is word bound (reads word-by-word) or if s/he reads in phrases (entire groups of words). Smooth and fluent reading is an indicator that the applicant is not simply decoding words, rather s/he is reading with comprehension.

MATERIALS

Two copies of a short passage in the applicant's native language (one for the applicant to read; one for the Tester to follow and score).

STEPS FOR ADMINISTERING:

Step 1: Show her/him the passage to be read. Explain to her/him that s/he is to read it aloud.

Step 2: Applicant reads the passage as Tester listens.

Step 3: Follow the reading and on Tester's copy, note if s/he reads smoothly or word-by-word. Count the number of times s/he decodes (sounds out) words.

Step 4: Ask the applicant to:

a. Tell you the main ideas in her/his native language (if you understand that language).

b. Tell you the main ideas in English.

c. Answer questions you ask in English. The questions should follow the sequence of the passage and serve as prompts to aid the applicant in expressing her/himself.

NOTE: The English the applicant uses does not need to be grammatically correct.

Step 5: Complete the scoring section on Tester's form.

SCORING

There are a possible 17 points on this test. However, the applicant needs only to score 3 points to be considered as a candidate for the program.

EXAMPLE OF A SCORED TEST:

TEST F: ORAL READING IN NATIVE LANGUAGE: TESTER'S FORM

Student Name Jose' Ramos Date 3-3-81

MUNDO LATINO

Enero 21 de 1981
SAN SALVADOR, El Salvador

Guerrilleros izquierdistas lanzaron hoy una ofensiva general contra las posiciones de las fuerzas gubernamentales en esta capital y sus alrededores.

"Este es el momento. Patria Libre o Muerte," proclamo el Frente Farabundo Marti de Liberacion Nacional en una breve emision pro los insurgentes. "Pueblo de El Salvador, hemos comenzado la liberacion nacional. Este es el momento de salir a las calles," agrego el breve comunicado radial del frente, que agrupa a las principales organizaciones guerrilleros de El Salvador.

SCORING TEST F

READING THE PASSAGE (Circle the appropriate answer):

Fluency: a. Word bound YES 0 NO (1)
b. Reads in phrases YES (1) NO 0

Number of Words Decoded = Score:

c (0 = 6; 1 = 5; 2 = 4; 3 = 3; 4 = 2; 5 = 1; 5+= 0

COMPREHENSION OF PASSAGE:

d. Could recount main ideas in native language.

Could not do task 0 Did most of task (2)
Did some of task 1 Did all of task 3

e. Guided by questions, could answer in English.

Could not do task 0 Did most of task 2
Did some of task (3) Did all of task 3

f. Could recount main points in English.

Could not do task 0 Did most of task 2
Did some of task (1) Did all of task 3

SCORE 12

T34

TEST F: ORAL READING: ENGLISH VERSION

MUNDO LATINO

January 21, 1981

SAN SALVADOR, El Salvador

Leftist guerillas today launched a general offensive against the positions of the government forces in this captal and its suburbs.

"This is the moment. A free country or death," proclaimed the Front Farabundo Marti of the National Liberation in a brief transmission by the insurgents. "People of El Salvador, we have begun the national liberation. This is the time to take to the streets," said the Front's brief radio communication. The Front is a group of the principal guerilla organizations of El Salvador.

QUESTIONS:

1. Who launched a general offensive against the government forces of El Salvador?

2. What did the insurgents ask the people of El Salvador to do?

3. What is the Front?

MAIN POINTS:

Leftist guerillas launched a general offensive against the government forces of El Salvador.

The people were asked to come into the streets to begin a national liberation.

The Front is a group of principal guerilla organizations who are calling for the general offensive.

TEST G: ORAL ENGLISH

MATERIALS

Two sets of sequenced pictures.
Paper and pencil.
Tape recorder (optional).

STEPS FOR ADMINISTERING:

Step 1: Show the applicant the first set of pictures. (On page 38.)

Step 2: Explain to the applicant you want her/him to tell you what is happening in the pictures.

Step 3: Using the first set of pictures, **model** the task by pointing to each picture and telling the applicant a narrative based on them.

Step 4: Have the applicant look at the second set of pictures and tell what is happening as you listen.

Step 5: Write down exactly what the applicant says.

Step 6: (Optional) Tape record the applicant's narrative.

SCORING:

A minimal description of events depicted in the pictures is all that is required. This test is rated as Acceptable (1) or Not Acceptable (0).

EXAMPLE OF TEST USING PICTURES ON PAGE 37:

Applicant responses:

> Man is fishing. He has a big fish. He lost the fish. The man went home. Is talking to a boy. He shows the boy the fish. The man is telling about the big fish.

COMMENTS: This is Acceptable because the applicant has demonstrated his understanding of what has occurred by describing the situation. To qualify for one point, the student's description must make enough "sense" to be converted

into a short passage (a language experience). An example of how this applicant's responses could be rewritten for a reading narrative is as follows:

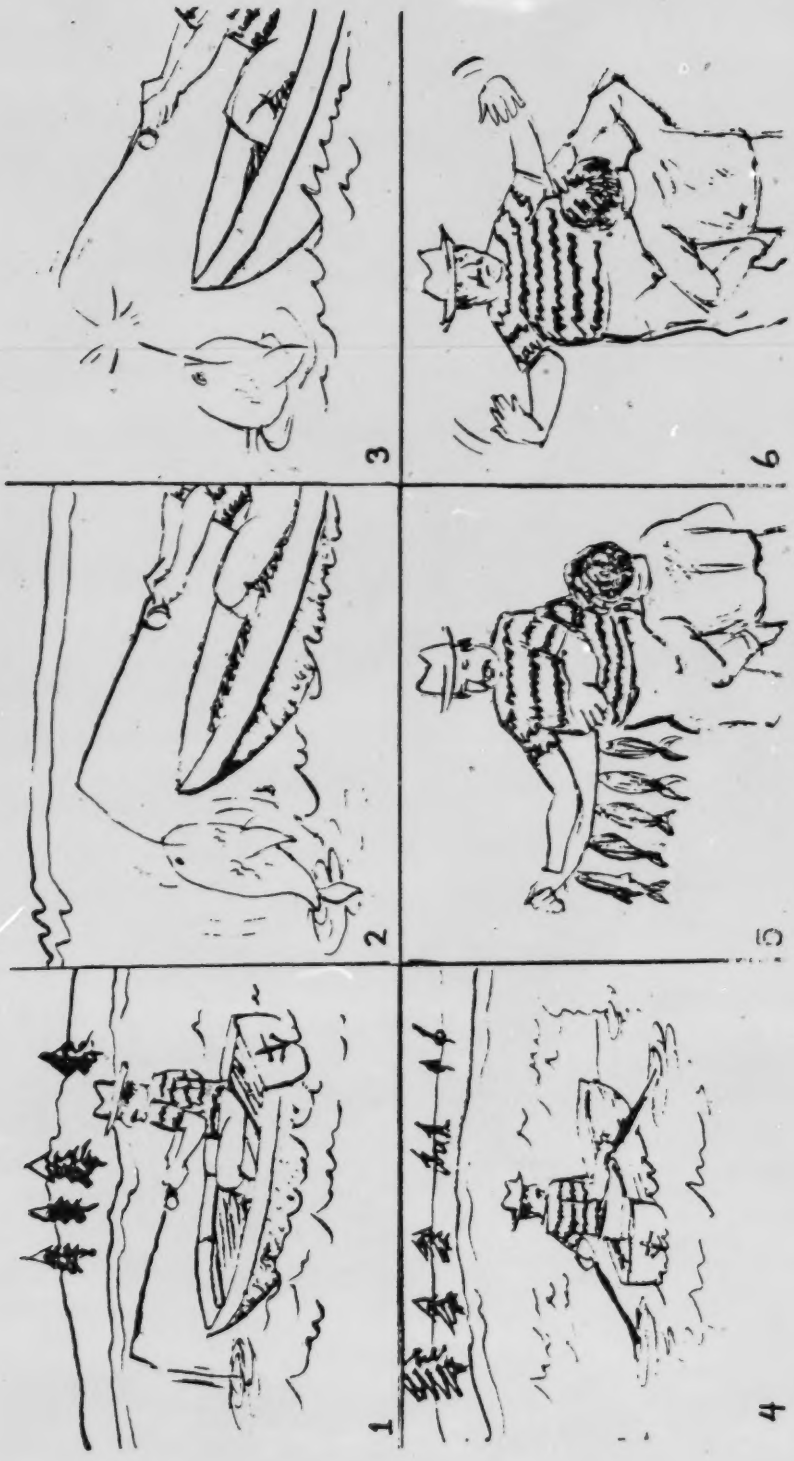
> A man is fishing. He caught a big fish. The fish got away. He went home and showed his fish to a boy. Then he told the boy about the fish that got away.

THIS COMPLETES THE PREREQUISITE TEST

SET TWO:

To be used to elicit applicant's story.

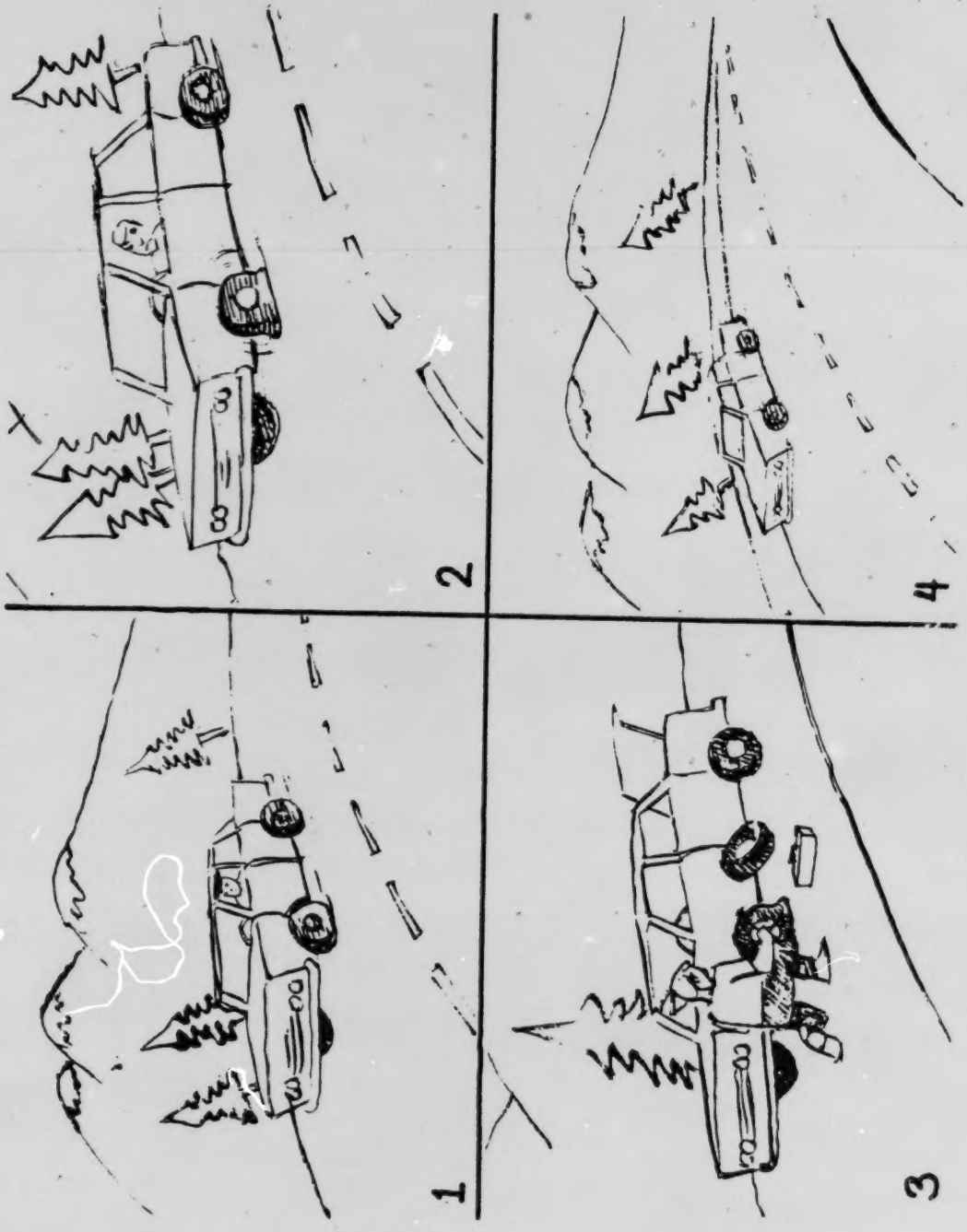
T37



SET ONE:

To be used for modeling the task.

T38



SCORING THE PREREQUISITE TEST

Below is the Composite Score Sheet with scores for Jose, the student used in the Examples on the previous pages:

COMPOSITE SCORE SHEET: PREREQUISITE SKILLS TEST

Name: Jose Ramos Date: 3-3-81

SUB TEST	DESCRIPTION	# OF POINTS	CRITERION SCORE	STUDENT SCORE
A	QUESTIONNAIRE	9	2	6
B	ALPHABET KNOWLEDGE (1)	1	1	1
C	APPLICATION FORM	39	25	33
D*	ALPHABET KNOWLEDGE (2)	60	45	58
E.1.*	SOUND/SYMBOL (1)	20	15	19
E.2.*	SOUND/SYMBOL (2)	12	9	12
F	PARAGRAPH READING	a. 1	0	1
		b. 1	0	1
		c. 6	1	6
		d. 3	1	2
		e. 3	1	1
		f. 3	0	1
G	ORAL ENGLISH	1	1	1
	TOTALS	159	101	132

*Score based on Spanish (75% of total possible)

NOTE: If a test is not given, that Criterion Score should be subtracted from the Total Criterion Score.

ADMINISTRATOR'S/INSTRUCTOR'S SCORING EXCERCISE

ADMINISTRATOR'S/INSTRUCTOR'S SCORING EXCERCISE

On the following pages is a set of Prerequisite Skills Tests with applicant responses. For practice, score them and decide the applicant's eligibility for the reading program.

DIRECTIONS

1. Score each test, following the instructions for scoring.

2. Record the scores on the Composite Score Sheet provided.

3. Determine whether the applicant is a suitable candidate for the program.

4. Compare your decision to the ones given at the end of this section.

T44

COMPOSITE SCORE SHEET: PREREQUISITE SKILLS TEST

Name: Luis Marcias Date: 10-21-81

SUB TEST	DESCRIPTION	# OF POINTS	CRITERION SCORE	STUDENT SCORE
A	QUESTIONNAIRE	9	2	_____
B	ALPHABET KNOWLEDGE (1)	1	1	_____
C	APPLICATION FORM	39	25	_____
D*	ALPHABET KNOWLEDGE (2)	60	45	_____
E.1.*	SOUND/SYMBOL (1)	20	15	_____
E.2.*	SOUND/SYMBOL (2)	12	9	_____
F	PARAGRAPH READING	a. 1	0	_____
		b. 1	0	_____
		c. 6	1	_____
		d. 3	1	_____
		e. 3	1	_____
		f. 3	0	_____
G	ORAL ENGLISH	1	1	_____
	TOTALS	159	101	_____

*Score based on Spanish (75% of total possible)

NOTE: If a test is not given, that Criterion Score should be subtracted from the Total Criterion Score.

TEST A: QUESTIONNAIRE

Name Luis Macias Date 10-21-81

1. How long have you lived in the United States?
   (Circle one) 1 (2) 3 4 5 years.
2. Do you need to read English at work? (YES) NO
3. Do you speak English at work? YES (NO)
4. Do you speak English at home? YES (NO)
5. Does your husband/wife speak English? YES (NO)

SCORE _____

TEST B: ALPHABET KNOWLEDGE (1)

Luis Macias

SCORE _____

T46

TEST C: APPLICATION FORM

1. Fecha 10/21/81 2. Nombre Luis A. Macias

3. Dirección 435 No 200 W. 4. # de zone 84103

5. # de telefono 521-1189 6. # del seguro social 549-06-9841

7. Fecha de nacimiento 3/25/52 8. Sexo M 9. Estado Civil Casado

10. Pais Latino 11. ¿Vive Ud. solo o no? Solo

12. ¿Quien es la cabeza de la casa? yo

13. Parentesco _____ Salario que entra a la casa: 14. Mensualmente 500 15. Por hora _____ 16. # de horas _____ 17. ¿Qué se trabaja? _____ 18. # de dependientes 4 19. Lista de dependientes:

Isolina Jakelina Anabel Antonia

20. ¿Cuánto tiempo ha vivido en los Estados Unidos? 2 años

21. ¿Cuánto tiempo planea de estar en los Estados Unidos? pernenente.

22. ¿Va Ud. a otra escuela? no 23. Nombre de la escuela _____

24. Nombre de la compañía donde trabaja Universiti Club

25. Dirección 135 E. So. Temple 26. Occupación Casino

27. Supervisor Mr. Ramez 28. ¿Cuánto tiempo ha trabajado en la compañía? 9 meses 29. Da permiso de comunicarse con su patrón ✓ Si ___ No

30. Telefono 355-3456 31. Nombre de su trabaja anterior o que experiencia ha tenido _____ 32. ¿Qué clase de trabajo le gustaria desempeñar? _____ 33. ¿Cuánto años en la escuela: Primaria Si Secundaria _____ Universidad _____ 34. ¿Leé Ud. inglés? _____

35. ¿Escribe Ud. inglés? _____ 36. ¿Leé Ud. español? si

37. ¿Escribe Ud. español? Si 38. ¿Quién le recomendó ésta escuela? un hamigo 39. ¿Cuándo se siente Ud. mas molesto proque no puede hablar inglés? en general Para conbersar, para todo

SCORE _____

TEST D: ALPHABELT KNOWLEDGE (2) OF NATIVE LANGUAGE (SPANISH)

SCORE SHEET

Name Luis Macias Date 10/21/81

Letter	Said	Should Have Said
A		
a		
B		
b		
C		
c		
CH	C	C"
ch	c	Ch
D		
d		
E		
e		
F		
f		
G	didn't	
g	"	
H		
h		
I		
i		
J	G	J
j	G	j
K	didn't	
k	"	
L		
l		
LL		
ll		
M		
m		
N		
n		
Ñ		
ñ		
O		
o		
P		
p		
Q	didn't	
q	"	
R		
r		
RR	R	RR
rr	R	RR
S		
s		
T		
t		
U		
u		
V	didn't	
v	u	V
W	didn't	
w	"	
X		
x		
Y		
y		
Z		
z		

SCORE _____

T48

TEST E.1: SCORE SHEET

NAME: Luis Macias DATE: 10-21-81

	PALABRA	CONSONANTE INICIAL	PRIMERA VOCAL	SEGUNDA CONSONANTE	SEGUNDA VOCAL
1.	LON	L	O	N	
2.	GED	G	E	D	
3.	BUZ	B	U	Z	
4.	JOR	J	O	R	
5.	MEL	M	E	L	
6.	CEMO	C	E	M	O
7.	FARA	F	A	R	A
8.	DELLO	D	E	LL	O
9.	TESO	T	E	S	O
10.	FIDA	F	I	D	A
11.	RIPA	R	I	P	A
12.	PAY	P	A		Y
13.	QUELO	Q(U)	E	L	O
14.	HENO	H	E	N	O
15.	NOBE	N	O	B	E
16.	CUTO	C	U	T	O
17.	RIGO	R	I	G	O
18.	YAFE	Y	A	F	E
19.	VECO	V	E	C	O
20.	ZEJE	Z	E	J	E

SCORE_____

TEST E.2: SCORE SHEET

NAME: Luis Macias DATE: 10-21-81

	PALABRA	COMBINACION CONSONANTICA INICIAL	PRIMERA VOCAL	SEGUNDA COMBINACION CONSONANTICA	SEGUNDA VOCAL
1.	GRABLA	GR	A	BL	A
2.	CLOBRE	CL	O	BR	E
3.	DRIGLO	DR	I	GL	O
4.	PLEGRO	PL	E	GR	O
5.	GLUFRE	GL	U	FR	E
6.	BLADRE	BL	A	DR	E
7.	TRICLO	TR	I	CL	O
8.	FLOPLO	FL	O	PL	O
9.	CRUFLA	CR	U	FL	A
10.	PRACRO	PR	A	CR	O
11.	BROTRA	BR	O	TR	A
12.	FROPRA	FR	O	PR	A

SCORE_____

T50

TEST F: ORAL READING IN NATIVE LANGUAGE: TESTER'S FORM

READING PASSAGE

Student Name Luis Macias Date 10-21-81

MUNDO LATINO

Enero 21 de 1981
SAN SALVADOR, El Salvador

Guerrilleros izquierdistas lanzaron hoy una ofensiva general contra las posiciones de las fuerzas gubernamentales en esta capital y sus alrededores.

"Este es el momento. Patria Libre o Muerte," proclamo el Frente Farabundo Marti de Liberacion Nacional en una breve emision pro los insurgentes. "Pueblo de El Salvador, hemos comenzado la liberacion nacional. Este es el momento de salir a las calles," agrego el breve comunicado radial del frente, que agrupa a las principales organizaciones guerrilleros de El Salvador.

SCORING TEST F

READING THE PASSAGE (Circle the appropriate answer):

Fluency: a. Word bound YES 0 NO (1)
b. Reads in phrases YES (1) NO 0

Number of Words Decoded = Score:

c. 0 = 6; 1 = 5; 2 = (4); 3 = 3; 4 = 2; 5 = 1; 5+= 0

COMPREHENSION OF PASSAGE:

d. Could recount main ideas in native language.

Could not do task 0 Did most of task (2)
Did some of task 1 Did all of task 3

e. Guided by questions, could answer in English.

Could not do task 0 Did most of task (2)
Did some of task 1 Did all of task 3

f. Could recount main points in English.

Could not do task (0) Did most of task 2
Did some of task 1 Did all of task 3

SCORE _____

TEST G: ORAL ENGLISH

Applicant was shown pictures on page 34. His responses were:

> Man is fishing. Big fish. Man is going. Man is saying, "See my fish."

SCORE _____

THIS COMPLETES THE SKILLS TEST

DETERMINE ELIGIBILITY

Enter your scores on the Composite Score Sheet and total them. Is the applicant elibible? Compare your scores with those found on the next page.

T52

COMPOSITE SCORE SHEET: PREREQUISITE SKILLS TEST

Name: Luis Macias Date: 10-21-81

SUB TEST	DESCRIPTION		# OF POINTS	CRITERION SCORE	STUDENT SCORE
A	QUESTIONNAIRE		9	2	3
B	ALPHABET KNOWLEDGE (1)		1	1	1
C	APPLICATION FORM		39	25	31
D*	ALPHABET KNOWLEDGE (2)		60	45	44
E.1.*	SOUND/SYMBOL (1)		20	15	19
E.2.*	SOUND/SYMBOL (2)		12	9	3
F	PARAGRAPH READING	a.	1	0	1
		b.	1	0	1
		c.	6	1	4
		d.	3	1	2
		e.	3	1	2
		f.	3	0	0
G	ORAL ENGLISH		1	1	1
	TOTALS		159	101	112

SCORING EXPLANATIONS

Test A: The applicant has had sufficient time in the United States to acquire and/or learn speaking and listening skills in English. He will be motivated to read and speak English because he needs it for his job.

Test B: Applicant performed task.

Test C: Simple count of correct responses given. His score indicates that although he is literate in Spanish, his level is rather low.

Test D: The score is one point below the criterion. However, there are some possible causes other than lack of knowledge: "K" and "W" are not used in the Spanish writing system except in words borrowed from foreign languages; less educated Spanish speakers do not make a clear distinction between the letters "r" and "rr" as well as between "v" and "b."

Test E.1.: The applicant had few problems with CVC and CVCV nonsense words.

Test E.2.: The applicant had considerable trouble with the consonant clusters. Results in E.1. indicate he lacks word attack skills with consonant clusters but Test F indicates that he recognizes "real" words in context with these patterns.

Test F: The applicant's reading of this passage was fairly smooth, needing to stop and decode only two words. He correctly pronounced words like "libre" suggesting his recognition of the CCV pattern in context.

He was able to retell the content of the paragraphs in Spanish and when prompted by questions, in English also.

Test G: The applicant's responses were acceptable because they could be written into a "sensable" language experience.

This applicant's scores indicate that he will probably need some instruction in phonetic spelling patterns but with his basic understanding of sound/symbol relationship and with his motivation to improve his skills, he will do well in this program, attaining a functional level enabling him to better attain his own personal goals in this country.

This applicant should be given the Pretest for the LEX Process.

PREREQUISITE SKILLS TEST FORMS

COMPOSITE SCORE SHEET: PREREQUISITE SKILLS TEST

Name: _____ Date: _____

SUB TEST	DESCRIPTION	# OF POINTS	CRITERION SCORE	STUDENT SCORE
A	QUESTIONNAIRE	9	2	_____
B	ALPHABET KNOWLEDGE (1)	1	1	_____
C	APPLICATION FORM	39	25	_____
D*	ALPHABET KNOWLEDGE (2)	60	45	_____
E.1.*	SOUND/SYMBOL (1)	20	15	_____
E.2.*	SOUND/SYMBOL (2)	12	9	_____
F	PARAGRAPH READING	a. 1	0	_____
		b. 1	0	_____
		c. 6	1	_____
		d. 3	1	_____
		e. 3	1	_____
		f. 3	0	_____
G	ORAL ENGLISH	1	1	_____
	TOTALS	159	101	_____

*Score based on Spanish (75% of total possible)

NOTE: If a test is not given, that Criterion Score should be subtracted from the Total Criterion Score.

TEST A: QUESTIONNAIRE

Name _____ Date _____

1. How long have you lived in the United States?
   (Circle one) 1 2 3 4 5 years.
2. Do you need to read English at work? YES NO
3. Do you speak English at work? YES NO
4. Do you speak English at home? YES NO
5. Does your husband/wife speak English? YES NO

SCORE _____

TEST C: APPLICATION FORM

1. Fecha _____ 2. Nombre _____

3. Dirección _____ 4. # de zone _____

5. # de telefono _____ 6. # del seguro social _____

7. Fecha de nacimiento _____ 8. Sexo ____ 9. Estado Civil _____

10. Pais _____ 11. ¿Vive Ud. solo o no? _____ 12. ¿Quien es la cabeza de la casa? _____ 13. Parentesco _____

Salario que entra a la casa: 14. Mensualmente _____ 15. Por hora ___ _____ 16. # de horas _____ 17. ¿Qué se trabaja? _____

18. # de dependientes _____ 19. Lista de dependientes:

_____ _____ _____

20. ¿Cuánto tiempo ha vivido en los Estados Unidos? _____

21. ¿Cuánto tiempo planea de estar en los Estados Unidos? _____

22. ¿Va Ud. a otra escuela? _____ 23. Nombre de la escuela _____

24. Nombre de la compañía donde trabaja _____

25. Dirección _____ 26. Occupación _____

27. Supervisor _____ 28. ¿Cuánto tiempo ha trabajado en la compañía? _____ 29. Da permiso de comunicarse con su patrón _____ Si _____ No 30. Telefono _____ 31. Nombre de su trabaja anterior o que experiencia ha tenido _____ 32. ¿Qué clase de trabajo le gustaria desempeñar? _____ 33. ¿Cuánto años en la escuela: Primaria _____ Secundaria _____ Universidad _____ 34. ¿Leé Ud. inglés? _____ 35. ¿Escribe Ud. inglés? _____ 36. ¿Leé Ud. español? _____ 37. ¿Escribe Ud. español? _____ 38. ¿Quién le recomendó ésta escuela? _____ 39. ¿Cuándo se siente Ud. mas molesto proque no puede hablar inglés? _____

SCORE _____

TEST D: ALPHABET KNOWLEDGE (2) OF NATIVE LANGUAGE (SPANISH)

SCORE SHEET

Name _____ Date _____

Letter	Said	Should Have Said	Letter	Said	Should Have Said
A			Ñ		
a			ñ		
B			O		
b			o		
C			P		
c			p		
CH			Q		
ch			q		
D			R		
d			r		
E			RR		
e			rr		
F			S		
f			s		
G			T		
g			t		
H			U		
h			u		
I			V		
i			v		
J			W		
j			w		
K			X		
k			x		
L			Y		
l			y		
LL			Z		
ll			z		
M					
m					
N					
n					

SCORE_____

TEST E.1: STUDENT'S COPY

LISTA DE PALABRAS PARA EL ESTUDIANTE

1. LON
2. GED
3. BUZ
4. JOR
5. MEL
6. CEMO
7. FARA
8. DELLO
9. TESO
10. FIDA
11. RIPA
12. PAY
13. QUELO
14. HENO
15. NOBE
16. CUTO
17. RIGO
18. YAFE
19. VECO
20. ZEJE

TEST E.1: SCORE SHEET

NAME:_____ DATE:_____

	PALABRA	CONSONANTE INICIAL	PRIMERA VOCAL	SEGUNDA CONSONANTE	SEGUNDA VOCAL
1.	LON	L	O	N	
2.	GED	G	E	D	
3.	BUZ	B	U	Z	
4.	JOR	J	O	R	
5.	MEL	M	E	L	
6.	CEMO	C	E	M	O
7.	FARA	F	A	R	A
8.	DELLO	D	E	LL	O
9.	TESO	T	E	S	O
10.	FIDA	F	I	D	A
11.	RIPA	R	I	P	A
12.	PAY	P	A		Y
13.	QUELO	Q(U)	E	L	O
14.	HENO	H	E	N	O
15.	NOBE	N	O	B	E
16.	CUTO	C	U	T	O
17.	RIGO	R	I	G	O
18.	YAFE	Y	A	F	E
19.	VECO	V	E	C	O
20.	ZEJE	Z	E	J	E

SCORE_____

TEST E.2: STUDENT'S COPY

LISTA DE PALABRAS PARA EL ESTUDIANTE

1. GRABLA
2. CLOBRE
3. DRIGLO
4. PLEGRO
5. GLUFRE
6. BLADRE
7. TRICLO
8. FLOPLO
9. CRUFLA
10. PRACRO
11. BROTRA
12. FROPRA

TEST E.2: SCORE SHEET

NAME:_____ DATE:_____

	PALABRA	COMBINACION CONSONANTICA INICIAL	PRIMERA VOCAL	SEGUNDA COMBINACION CONSONANTICA	SEGUNDA VOCAL
1.	GRABLA	GR	A	BL	A
2.	CLOBRE	CL	O	BR	E
3.	DRIGLO	DR	I	GL	O
4.	PLEGRO	PL	E	GR	O
5.	GLUFRE	GL	U	FR	E
6.	BLADRE	BL	A	DR	E
7.	TRICLO	TR	I	CL	O
8.	FLOPLO	FL	O	PL	O
9.	CRUFLA	CR	U	FL	A
10.	PRACRO	PR	A	CR	O
11.	BROTRA	BR	O	TR	A
12.	FROPRA	FR	O	PR	A

SCORE_____

TEST F: ORAL READING IN NATIVE LANGUAGE: TESTER'S FORM

Student Name _____ Date _____

MUNDO LATINO

Enero 21 de 1981
SAN SALVADOR, El Salvador

Guerrilleros izquierdistas lanzaron hoy una ofensiva general contra las posiciones de las fuerzas gubernamentales en esta capital y sus alrededores.

"Este es el momento. Patria Libre o Muerte," proclamo el Frente Farabundo Marti de Liberacion Nacional en una breve emision pro los insurgentes. "Pueblo de El Salvador, hemos comenzado la liberacion nacional. Este es el momento de salir a las calles," agrego el breve comunicado radial del frente, que agrupa a las principales organizaciones guerrilleros de El Salvador.

SCORING TEST F

READING THE PASSAGE (Circle the correct answer):

Fluency: a. Word bound YES 0 NO 1
b. Reads in phrases YES 1 NO 0

Number of Words Decoded = Score

c. 0 = 6; 1 = 5; 2 = 4; 3 = 3; 4 = 2; 5 = 1; 5+= 0

COMPREHENSION OF PASSAGE:

d. Could recount main ideas in native language.

Could not do task 0 Did most of task 2
Did some of task 1 Did all of task 3

e. Guided by questions, could answer in English.

Could not do task 0 Did most of task 2
Did some of task 1 Did all of task 3

f. Could recount main points in English.

Could not do task 0 Did most of task 2
Did some of task 1 Did all of task 3

SCORE _____

TEST F: ORAL READING IN NATIVE LANGUAGE: STUDENT'S FORM

Student Name _____ Date _____

MUNDO LATINO

Enero 21 de 1981
SAN SALVADOR, El Salvador

Guerrilleros izquierdistas lanzaron hoy una ofensiva general contra las posiciones de las fuerzas gubernamentales en esta capital y sus alrededores.

"Este es el momento. Patria Libre o Muerte," proclamo el Frente Farabundo Marti de Liberacion Nacional en una breve emision pro los insurgentes. "Pueblo de El Salvador, hemos comenzado la liberacion nacional. Este es el momento de salir a las calles," agrego el breve comunicado radial del frente, que agrupa a las principales organizaciones guerrilleros de El Salvador.

TEST F: ORAL READING: ENGLISH VERSION

MUNDO LATINO

January 21, 1981

SAN SALVADOR, El Salvador

Leftist guerillas today launched a general offensive against the positions of the government forces in this captal and its suburbs.

"This is the moment. A free country or death," proclaimed the Front Farabundo Marti of the National Liberation in a brief transmission by the insurgents. "People of El Salvador, we have begun the national liberation. This is the time to take to the streets," said the Front's brief radio communication. The Front is a group of the principal guerilla organizations of El Salvador.

QUESTIONS:

1. Who launched a general offensive against the government forces of El Salvador?

2. What did the insurgents ask the people of El Salvador to do?

3. What is the Front?

MAIN POINTS:

Leftist guerillas launched a general offensive against the government forces of El Salvador.

The people were asked to come into the streets to begin a national liberation.

The Front is a group of principal guerilla organizations who are calling for the general offensive.

TEST F: ORAL READING: ENGLISH VERSION

MUNDO LATINO

January 21, 1981

SAN SALVADOR, El Salvador

Leftist guerillas today launched a general offensive against the positions of the government forces in this captal and its suburbs.

"This is the moment. A free country or death," proclaimed the Front Farabundo Marti of the National Liberation in a brief transmission by the insurgents. "People of El Salvador, we have begun the national liberation. This is the time to take to the streets," said the Front's brief radio communication. The Front is a group of the principal guerilla organizations of El Salvador.

QUESTIONS:

1. Who launched a general offensive against the government forces of El Salvador?

2. What did the insurgents ask the people of El Salvador to do?

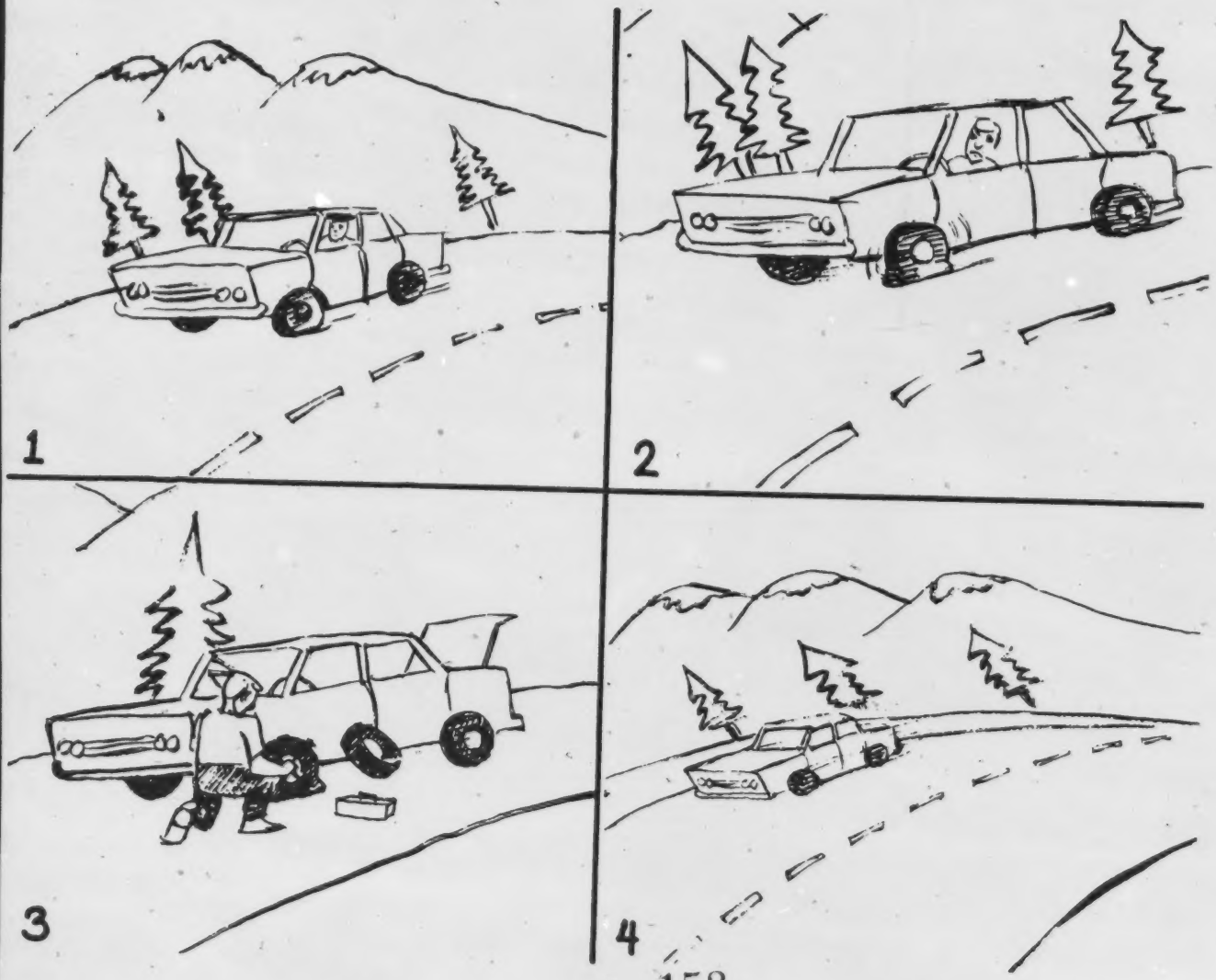
3. What is the Front?

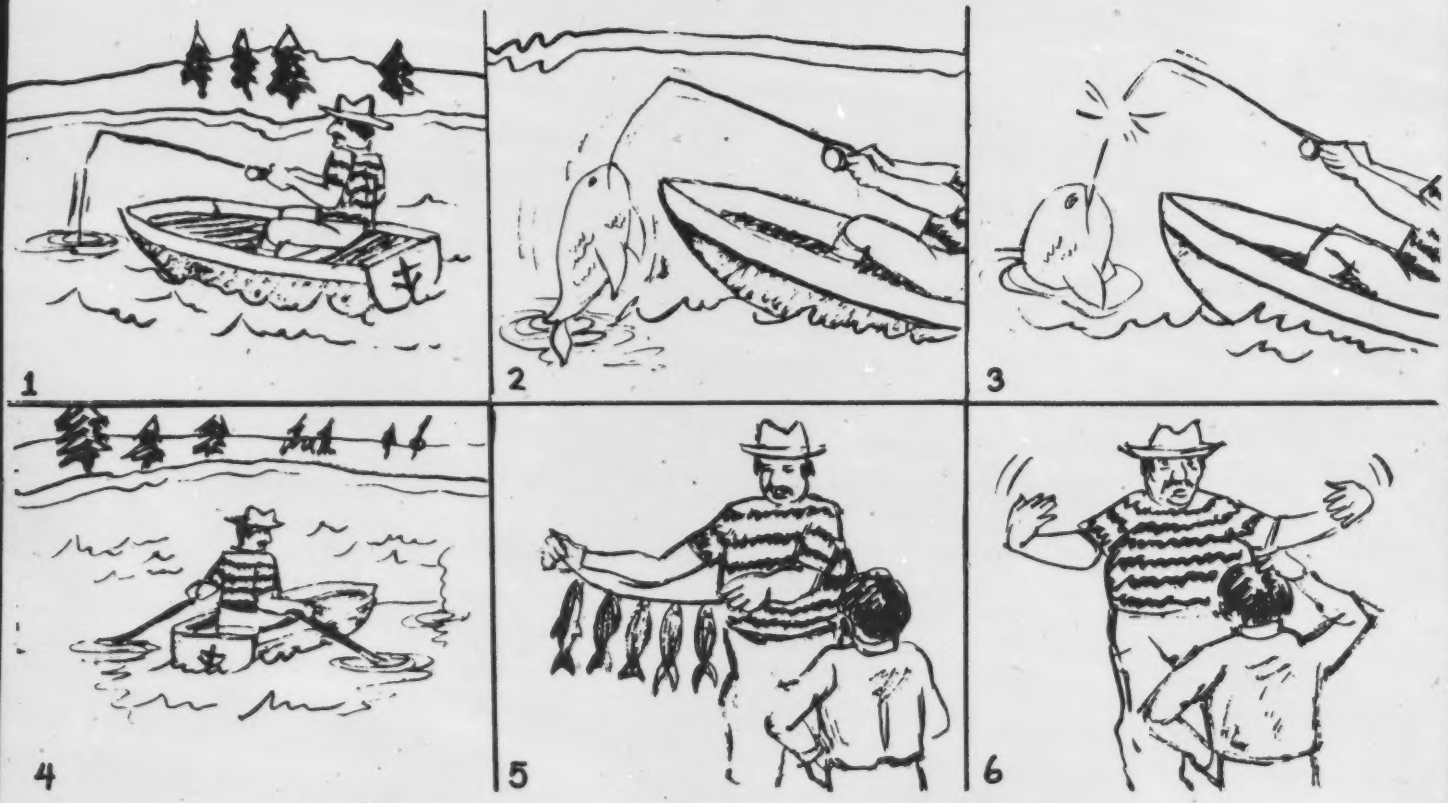
MAIN POINTS:

Leftist guerillas launched a general offensive against the government forces of El Salvador.

The people were asked to come into the streets to begin a national liberation.

The Front is a group of principal guerilla organizations who are calling for the general offensive.


1
2
3
4


1
2
3
4
5
6

THE PRETEST

CRITERIA FOR DETERMINING APPLICANT'S ENGLISH READING SKILLS
THE PRETEST

The Pretest contains three sub-tests sampling the skills taught in the LEX Process. This test is to be given to those students who have passed the Prerequisite Skills Test. The sub-tests are:

A. Read and Perform a Task - A Directions Test

B. Read and Answer Comprehension Questions Test

C. Read and Paraphrase Test

Students must be comfortable while taking the Pretest and need to understand that they are not expected to pass all of the test. If a student cannot pass any of the test, s/he needs to be reassured that the program is designed to teach her/him how to read in English.

GENERAL DIRECTIONS

Administering the Tests

These sub-tests may be administered to a group or individually in the following manner:

1. Give the sub-tests in the order that they appear.

2. Tell the students that this is a test and you cannot help them.

3. Say: "This test is to tell us what you already know and what we need to teach you.

   "Don't worry about not being able to answer a question.

   "You may use a bilingual dictionary, but do not look up every word.

   "If you can't answer a question, stop and tell me; then try the next question."

4. Do not exceed the recommended time for each sub-test.

NOTE: It may be necessary for the tester to stop a student who is reluctant to admit that s/he does not know the answer.

Time

The Pretest will take three-quarters of an hour to approximately two hours to administer depending on the size of the group.

The time recommendations for each test are intended as liberal guidelines. Many students will not need the alotted time but a student who exceeds the recommended time may do so for several reasons:

1. S/he may not know how to answer the test question but is reluctant to stop trying.

2. S/he may be translating each word of the test. This is not acceptable.

3. The tester has not supplied sufficient testing materials (particularly for the Directions Test) for the number of students.

Scoring the Tests

The sum of the passing scores of the three sub-tests is twenty-one (21). A student MUST ATTAIN AT LEAST the passing score on each of the three sub-tests to be counted into the Total Score of all three tests; i.e., if a student attains the highest score on one test but below the passing score on another, the higher score cannot compensate for the lower score.

To score the tests:

1. Use the individual Score Sheet provided for each sub-test.

2. Score each sub-test as it is given.

3. Follow the scoring directions provided for each test.

4. Add the scores of the three sub-tests and enter the sum on the bottom of Score Sheet for test C (Read and Paraphrase). Indicate if this is a true passing score: a passing score on each of the sub-tests.

Interpreting the Pretest Results

1. If the student scores 21 or above, do not admit her/him into the program as s/he will not benefit from it.

2. If the student scores below 21, s/he may be admitted into the program.

   Some judgement needs to be used here. If a student's score is very close to passing, s/he may not benefit from the program and the tester should carefully evaluate the student's overall performance before admitting her/him.

TEST A: READ AND PERFORM A TASK - DIRECTIONS TEST

A. READ AND PERFORM A TASK - DIRECTIONS TEST

MATERIALS

Phone books: White and Yellow pages.
Stapler - With Directions for Use
Combination Lock - With Directions for Use
Cake Mix Boxes
Medicine Bottles With Lids
Bilingual Dictionaries
Individual Score Sheets
Pencils

STEPS FOR ADMINISTERING

Step 1: Give the students the sheet of instructions.

Step 2: Show the students the bilingual dictionaries and tell them that they may use them if necessary.

Step 3: Show the students the test materials: telephone books, staplers, locks, boxes, bottles.

Step 4: Tell the students to read the instructions and perform the tasks.

Step 5: Observe the students. If anyone has come to a complete halt, i.e., noticeably frustrated, or has in some manner indicated that s/he is not able to do this test, tell her/him that s/he may stop and go on to the next task. Reassure her/him that s/he has not "failed"--s/he will learn to read in English in the Reading Program.

TIME

Allow 30 minutes to complete the test.

SCORING

There are eight tasks on this test. It is scored according to the number performed correctly.

READ AND PERFORM A TASK - SCORE SHEET

NAME_____ DATE _____

Put a check (✓) in the appropriate slot.

Task	Performed Correctly	Not Performed
1	____	____
2	____	____
3	____	____
4	____	____
5	____	____
6	____	____
7	____	____
8	____	____
TOTAL	____	____

SCORING KEY

There are eight tasks on this test. It is scored according to the number performed correctly:

HIGHEST POSSIBLE SCORE = 8

PASSING SCORE = 6

SCORE _____

A. DIRECTIONS TEST

Name_____ Date_____

Instructions

1. Look in the phone book and find the telephone number for the city bus - the Utah Transit Authority.

   Write the number here:_____

2. Look in the phone book and find the number of Richard Cohen.

   Write it here:_____

3. Look in the phone book and find the name, address, and phone number of a place to take your car (automobile) to be repaired after it has been in an accident.

   Write the name here:_____

   Write the address here:_____

   Write the phone number here:_____

4. If you were going to bake a cake you would need to read the directions. Find the directions on the box and show them to the teacher.

5. Opening Medicine Bottles

   A. Find the instructions on the bottles that tell you how to open the bottle.

   B. Read the instructions.

   C. Open the bottles. Leave them open for the teacher.

6. Combination Lock

   A. Read the instructions to open the lock.

   B. Open the lock. Leave it open for the teacher.

7. Stapler

   A. Read the instructions to load the stapler.

   B. Load the stapler.

8. Stapler

   A. Read the instructions for tacking with the stapler.

   B. Tack with the stapler.

INSTRUCTIONS FOR COMBINATION LOCK - AN EXAMPLE

TO OPEN - RIGHT 3 turns
STOP at 11

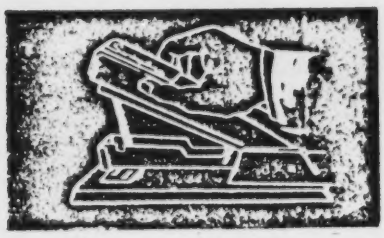
LEFT one full turn
past above no. to 25

RIGHT - STOP and PULL
shackle at 35

INSTRUCTIONS FOR STAPLER - AN EXAMPLE

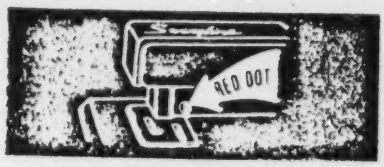
PREPARING TO STAPLE

To Open: lift cap and channel is exposed for instant loading or inspection.
To Load: drop staples into open channel.
To Close: swing head back to its original position, it locks itself.



To Tack: press latch under base. This releases entire head which may then be swung all the way back for tacking.

Red reload dot appears when staple supply is low.



TEST B: READ AND ANSWER COMPREHENSION QUESTIONS

B. READ AND ANSWER COMPREHENSION QUESTIONS

MATERIALS

Reading passage: "Aspirin and Children"
Individual Score Sheets
Bilingual Dictionaries
Pencils

STEPS FOR ADMINISTERING

Step 1: Tell the students that they are to:

a. Read something in English.
b. Write answers to questions about the reading.

Step 2: Tell them that this test is to find out how much English they can read and write.

Step 3: Give the students the reading passage "Aspirin and Children."

Step 4: Tell the students they may use bilingual dictionaries. (This will give you a clue as to their ability to use a bilingual dictionary.)

Step 5: Observe the students. If anyone has come to a complete halt, i.e., noticibly frustrated, or has in some manner indicated that s/he is not able to do this task, tell her/him that s/he may stop and go on to the next task. Reassure her/him that s/he has not "failed"--s/he will learn to read in English in the Reading Program.

TIME

Allow 1 hour for this test.

SCORING

Use Score Sheet on the following page. The score is the total of correct responses.

READ AND ANSWER COMPREHENSION QUESTIONS - SCORE SHEET

NAME_____ DATE_____

Read passage	YES 1 NO 0
Circle Number of questions answered	1 2 3 4 5 6 7 8 9
Demonstrated ability to use bilingual dictionary	YES 1 NO 0

NOTE: Incomplete sentences, misspellings, and incorrect punctuation are not considered in the evaluation of the test responses. The reading program's emphasis is on reading for comprehension. Individual reading skills other than use of a bilingual dictionary are not directly tested.

HIGHEST SCORE = 11

PASSING SCORE = 10

SCORE _____

U.S. NEWS & WORLD REPORT
March 23, 1981

ASPIRIN AND CHILDREN: An advisory panel to the National Institute of Health warns parents to use caution in giving aspirin to children with the flu or chicken-pox, because there may be a possible association between aspirin and a rare and often fatal disease. Three recent population studies suggest aspirin used to reduce fever in influenza B and chicken-pox cases is linked with increased risk of Reye's syndrome, a condition that can strike children recovering from the viral illnesses. The panel said aspirin may not be to blame, adding that more studies are needed on the relationship between aspirin and Reye's syndrome. Meanwhile, it recommended that children who develop the disease symptoms - persistent vomiting, listlessness, lethargy, disorientation and sometimes hostility and combativeness - receive prompt medical attention. Reye's syndrome kills 1 out of 5 of the 1,000 to 2,000 children it strikes per year.

QUESTIONS: Write each answer in the blank below the question.

1. When was this article printed?

_____

2. Where was this article printed? (Name of the Magazine)

_____

3. Who is the article about?

_____

4. What is dangerous?

_____

5. When is it dangerous?

_____

6. Why should parents be careful in giving aspirin to children?

_____

7. When should children receive prompt medical attention?

_____

8. How many children get Reye's Syndrome each year?

_____

9. Who should read this article?

_____

TEST C: READ AND PARAPHRASE

C. READ AND PARAPHRASE

MATERIALS

Narrative: "Hold UP!"
Individual Score Sheets

STEPS FOR ADMINISTERING

Step 1: Tell the students that they are to:

a. Read a story.
b. Write answers to questions about the story.
c. Retell the story in their own words in English.

Step 2: Give the students a copy of the story and questions.

Step 3: Have each student individually retell the story in his/her own words.

S/he should NOT look back at the story at this time.

Step 4: STOP A STUDENT AT ANYTIME in this test if s/he is unable to perform part of this test.

Reassure student that this is not a failure.

TIME

Allow 30 to 45 minutes for this test.

SCORING

Follow the directions on the Score Sheet on the next page.

READ AND PARAPHRASE: SCORE SHEET

Name_____ Date_____

1. Read story *Yes__ No__

2. Retold story in own words: STUDENT MUST INCLUDE MAIN IDEAS 5, 6, 7, 8 clearly enough for the tester to understand BUT the grammatical structures do not have to be perfect.

Main Ideas of "Hold Up"

1. Bill goes for a jog everyday.
2. A man bumped into him.
3. Bill's wallet was gone.
4. Bill ran after the man.
*5. He caught the man and demanded, "Give me the wallet."
*6. The man gave Bill the wallet.
*7. Bill went home and discovered his own wallet.
*8. Did the student understand that Bill had made a mistake?

Check correct ideas included:

1__; 2__; 3__; 4__;
*5__; *6__; *7__; *8__

HIGHEST SCORE = 9

PASSING SCORE = 5 (All asterisked items.)

SCORE_____

TOTAL PRETEST SCORE_____

PASSING: YES___ NO___

NAME_____ DATE_____

HOLD UP!

Directions: Read the story. Answer the questions. Retell the story in your own words.

Bill Martin goes for a jog in Liberty Park every day before he goes to work. One morning, as he was running, a man bumped into him and then he ran off. Bill thought that this was strange and he quickly felt for his wallet. It was gone!

Bill ran after the man, determined to retrieve his wallet. After a long and fast chase Bill caught and grabbed the man and demanded, "Give me the wallet." The man promptly gave the wallet to Bill. Bill was surprised that the man was scared and that he had handed Bill the wallet without a fight. Feeling quite proud of himself, Bill returned home. When he went into his bedroom to change his clothes, he discovered that he had left his own wallet on his dresser.

QUESTIONS

1. What does Bill Martin do everyday before he goes to work?

_____

2. What happened to Bill one day when he was running?

_____

3. What did Bill think happened to his wallet?

_____

4. Bill's wallet was gone. What did he do?

_____

5. What did Bill discover when he went home?

_____

6. Did Bill make a mistake?

_____

THE POSTTEST

CRITERIA FOR PROGRAM COMPLETION: THE POSTTEST

The Posttest is the same test as the Pretest Test. However its purpose is different: the Posttest is given to assure that the student has acquired the English reading skills as taught in the LEX Process for English Reading Instruction. Thus, it is important to not help the student in any way other than providing a bilingual dictionary and answering clarifying questions.

GENERAL DIRECTIONS

Administering the Test

Administer each of the three sub-tests in the following manner:

1. Give the sub-tests in the order that they appear using the same test forms as for the Pretest.
2. Tell the students that this is a test and you cannot help them.
3. Tell the students that they may use a bilingual dictionary.
4. Do not allow students to go over the alloted time!

Time

Time limits are the same as for the Pretest:

Test A: 30 minutes
Test B: 60 minuts
Test C: 30 - 45 minutes

Scoring the Tests

Use the same instructions for scoring as defined in the Pretest.

Interpretation of Posttest Results

1. Retain those students whose total score is less than 21 in the Reading Program for further instruction in areas where score was less than passing.
2. Graduate those students whose total score is 21 or above.